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ABSTRACT

In both diagnostic procedures and in program prescriptions, this book attempts to deal with the problem of the Hispanic child who speaks no Spanish and who, in fact, may be discouraged from learning Spanish by parents who mistakenly feel they are helping the child make a quicker transition to the dominant culture. The first three chapters present some curriculum and instructional methods that can and should be used with groups of Hispanic children who speak English. In the first chapter, three fundamental premises are given: (1) curricula designed for middle-class native English-speaking children are not conducive to teaching Hispanic children; (2) English-speaking Hispanic students may not be proficient enough to succeed in the standard curriculum; and (3) instructional personnel need to develop a curriculum appropriate for English-speaking Hispanic children. In chapter two, current research is used to expose and discredit myths and stereotypes about Hispanic children and in chapter three, suggestions are offered to teachers/supervisors for becoming better acquainted with the needs and school problems of Latino students. An annotated bibliography is divided into four parts: Mexican American (Chicano), Puerto Rican, Latin American, and Cuban. Sources are listed in three areas: History and Culture, Contributors to Present Society, and Imaginative Literature. (Author/AN)

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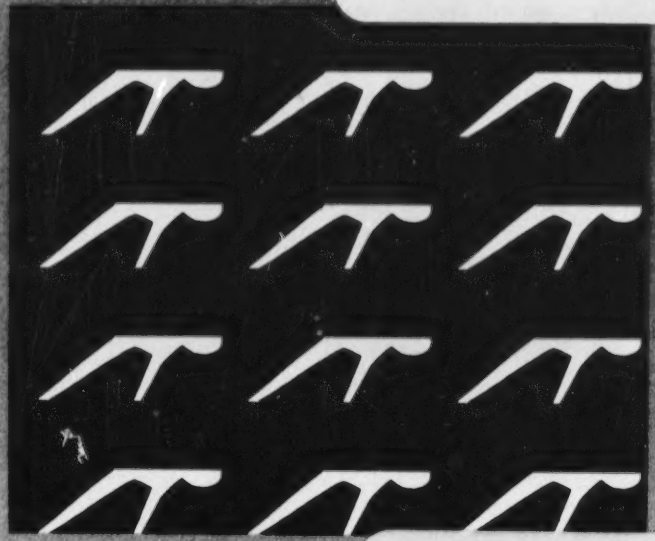

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EDUCATING ENGLISH-SPEAKING HISPANICS

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Contents

Foreword / v
Barbara D. Day

Preface / vi
Leonard A. Valverde

1. The Non-Spanish Speaking Hispanic Child: Curriculum Concerns/ Supervisory Initiative / 1
George A. González

2. Theoretical Perspectives on Selecting Instructional Techniques for Hispanic Students / 15
Edward A. de Avila and Daniel M. Ulibarri

3. Staff Development / 37
Gilberto Cuevas

4. Annotated Bibliographies / 51
Mexican American / 51
Carlota Cárdenas de Dwyer
Puerto Rican / 61
Ramón L. Santiago
Latin American / 76
Gladys Espinel de Bauder
Cuban Exile / 84
M. C. Herrera

5. About the Editors/Authors / 87

Foreword

Beginning in 1965, the federal government moved to improve educational opportunities for Hispanics and other minority linguistic groups. Bilingual education became a watchword; it remains one today. The concept that a child's linguistic and cultural background should be considered in initiating the movement into the dominant culture and its curriculum is widely accepted as is the concept that instruction should recognize the beauty, merit, and worth of the child's culture and language.

But even such a humane approach can overlook some children, as this book points out. What about the Hispanic child who speaks no Spanish—who may, in fact, be discouraged from learning the language by parents who mistakenly feel they are helping the child make a quicker transition to the dominant culture? What is to be done for the child caught in a world where festivals are celebrated in one tongue but the children are removed from any continuous interaction with that language?

The authors of this book conclude that such children often are not receiving the help they need. The parental decision to omit Spanish as the first language does not necessarily produce more fluency in English, since the home may be English deficient. The child is thus denied the listening, speaking, reading, and writing processes which tend to produce proficiency in any language. The phenomenon of a child with limited English proficiency but without the advantage of another language is created.

This book attempts to deal with that problem, both in diagnostic procedures and in program prescriptions. They are offered with the admonition that, "It is time, after 15 years, for concerned educators to realize that blaming bureaucratic policy for ineptness and waiting for someone to come along to 'show us how we are supposed to do it' are not good enough reasons for not having complied with the intent of the law—to provide viable approaches in the schooling of minority children and thus improve their educational opportunities."

In addition, the book offers a comprehensive and annotated bibliography of available literature concerning Mexican Americans, Puerto Ricans, Latin Americans, and the Cuban Exile. The literature is described, its strengths and weaknesses pointed out, and its particular usefulness noted. — BARBARA D. DAY, *ASCD President*, 1980-81.

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Preface

With a previous ASCD booklet, *Bilingual Education for Latinos* (1978), the other authors and I attempted to provide educators with a comprehensive, although fundamental, view of what an educational program should be for Hispanic students with no or limited ability in speaking English. *Educating English-Speaking Hispanics* is an effort to dislodge misunderstandings and assumptions educators tend to hold about English-speaking Hispanic children. Many educators believe that Latino students identified as non or limited English speaking require bilingual education, instruction in English as a second language, and other special programs. However, Hispanic students who are proficient in English are assumed to be no different from non-Hispanic students; educators see no need to modify curriculum or instruction for them. The contributors of this book challenge that view.

Educators have become increasingly aware in recent years of individual and group differences among students. Not only are there major cultural differences *between* groups (such as Anglos and Hispanics) but also *within* groups (such as Cuban Americans and Mexican Americans).

The first three chapters of this book present some curriculum and instructional methods that can and should be used with groups of Hispanic children who speak English. In the lead chapter, George Gonzalez introduces three fundamental premises: (1) Curricula designed for middle-class native English-speaking children are not conducive to teaching Hispanic children; (2) English-speaking Hispanic students may not be proficient enough to succeed in the standard curriculum; and (3) Instructional personnel need to develop a curriculum appropriate for English-speaking Hispanic children. González also provides ideas and suggestions as to what supervisors can do to develop appropriate programs.

In chapter two, De Avila and Ulibarri utilize current research to expose and discredit myths and stereotypes held about Hispanic background children. They take the position that the educational problem confronting educators of Hispanic students is twofold. Educators must provide a means of assessing the skills Hispanic children possess and a curriculum that utilizes the identified skills. In response to these two problems, the authors present one alternative approach which in their opinion overcomes both difficulties.

In chapter three, Gilberto Cuevas provides supervisors with suggestions for becoming better acquainted with Hispanic students. The ideas, activities, and recommended sources form a self-instructional inservice training packet; the activities are designed to be used individually and independently. The suggested activities are practical, and the identified resources accessible to most supervisors.

It is obvious that within the covers of this short book substantive knowledge about all the Hispanic groups cannot be provided. Therefore, for those educators confronted with developing personal knowledge about a particular Hispanic group, selective sources are recommended in the remaining part of the book. The annotated bibliography is divided into four parts, each covering a particular Hispanic group: Mexican American (Chicano), Puerto Rican, Latin American, and Cuban. For each Hispanic group, the respective bibliographer has listed sources in three areas: History and Culture, Contributors to Present Society, and Imaginative Literature.

The Mexican American (also referred to as Chicano), Puerto Rican, and Cuban populations are highlighted because they are the three largest Hispanic populations in the United States. Specifically, of the 12.1 million Hispanics residing in the U.S., Chicanos are 60 percent or 7.3 million people, Puerto Ricans are second with 14 percent or 1.7 million, and Cubans make up 7 percent or 800,000.

Of more importance than the general population statistics is the demographic factor of age. The Hispanic population is younger than the overall population; the median age of persons of Spanish origin reported by the Bureau of the Census (March, 1979) was 22 years old compared to 30 years old for others. Moreover, 13 percent of all Hispanics were under five years of age. Additionally, the number of school age Hispanic children during 1979 was estimated to be 3.6 million children. Of these three and a half million children, 90 percent were living in metropolitan areas. Combining these statistics with the two trends of higher birth rates and greater migration into the U.S. by Hispanics, the educational implication surfaces—educators will no longer be able to ignore develop-

ing instructional programs for the various Hispanic student populations, regardless of their English language ability.

Educating English-Speaking Hispanics is certainly a small step in fulfilling this pressing obligation. We hope ASCD continues its efforts in developing Hispanic education. — LEONARD A. VALVERDE.

The Non-Spanish Speaking Hispanic Child: Curriculum Concerns/Supervisory Initiatives

George A. González

Historically, the standard curriculum in the United States has for the most part been a universal English language program that reflects the values and traditions of middle class America.

As new populations, linguistically and culturally different from the majority, became part of the American nation through conquest or immigration, they were expected to divest themselves of their language and culture in order to become part of the melting pot community. Many chose to go this route and quickly were unidentifiable as distinct ethnic groups. Several cultural and linguistic groups either have chosen to remain outside mainstream America or have been unable to make the transition. These are physically, culturally, or linguistically identifiable as distinct ethnic groups.

Their characteristics may represent a different cultural and linguistic lifestyle from that portrayed in the traditional educational program. Because of this difference, the student may not relate realistically to the characters and exploits explored in the educational program and may find his/her own personal lifestyle totally disregarded in the curriculum. A need for cultural and linguistic identity and relevance may prove so strong that the student rejects, or is rejected by, the curriculum. Only recently has the Hispanic minority in the United States received widespread attention from educators in the country as an ethnic group with special linguistic and cultural needs, interests, and abilities.

Children of limited English-speaking ability were identified as those who could not perform academically within the regular English language curriculum. Bilingual education and the other related innovations were designed as an approach in which the child's linguistic and cultural background would be considered in the initiation of instruction and transition

into the dominant culture and its curriculum. The philosophy of this approach is based on psychological, linguistic, and pedagogical theory. Psychologically, the child's self-concept should be maintained and enhanced through a program which recognizes the beauty, merit, and worth of the child's personal, cultural, and linguistic lifestyle.

The child's individuality and sense of person are regarded positively although he/she does not conform with the American cultural stereotype. Linguistically, the first language of the child is utilized for continuation of learning of concepts and skills while acquisition of the second language is begun immediately and intensively through the listening and speaking processes. As the child learns to read and write the home language, the auditory perception and oral language skills are concurrently developed in English. The child moves into English reading and writing after successful development of first language reading and second language oral proficiency. This approach recognizes the home language as the most valuable vehicle for cognition while developing the English skills in listening, speaking, reading, and writing.

Bilingual education is prescribed, then, for children who are not sufficiently proficient in the English language to be able to perform regular classroom work. These children who speak a language other than English as their primary language are to be instructed initially in and through their home language as they are introduced to English through a second language approach. Then a transition occurs permitting most of the instruction to be conducted in English with some or, in some cases, no maintenance of the first language beyond the transition period.

Hispanic Children With Special Needs

Hispanic children range from one end of the language continuum to the other. Many are monolingual Spanish speakers who have recently entered into the United States from a Latin American country or Puerto Rico; some are truly bilingual in their ability to function in both languages; and others are Spanish-surnamed with little or no ability to use the Spanish language.

Children of Hispanic background who do not demonstrate a primary preference and performance in the Spanish language pose a different set of learning needs and instructional strategies. They have been removed from a continuous and vital interaction with the first language and culture and have retained a few vestiges of that lifestyle. They may hear Spanish spoken by the elders in the community, over the radio, at a festival, or during a visit to an area closer to the cultural source. But for the most part, these are children who realize that they belong to a specific

language and cultural community, but do not actively participate in the rituals and the language of that ethnic group. They are the segment of the school population which will be designated herein as "non-Spanish-speaking Hispanic students."

Whereas children with limited English language proficiency have been identified in many school districts and the evolving bilingual education program is attempting to meet their special needs, non-Spanish-speaking Hispanic children who are underachieving in mathematics and reading have not received the attention warranted by their special needs and characteristics.

Such children may appear to be proficient in the English language and may seem to operate mainly in the dominant traditional American culture. Educators may not understand the reasons for their failure and frustration. Teachers often say, "But these children *do* speak English; they know no Spanish. They are fluent in English and prefer to speak this language. Their problem is not associated with bilingualism. Why are they consistently behind academically?"

For these children a new set of solutions and alternatives needs to be sought. Slow progress through the grades and low achievement scores are testimony to the fact that the standard curriculum is not the answer. Bilingual education designed for the limited-English-proficient child is not the answer, either. Somewhere between the two alternatives is an approach that may be suitable for the non-Spanish-speaking Hispanic child who is an underachiever.

Linguistic Factors

The Hispanic student who does not speak Spanish may not relate academic problems to the fact that he/she learned English as a second language. With many of these children English is their first language. This student may not actually use the Spanish language to communicate actively but he/she may possess an understanding of the Spanish language at the receptive level. The student may hear and comprehend much of what is communicated with the Spanish language at home and in the community but may choose not to participate in the language. Some of these children have not been encouraged by their parents or other adults to speak Spanish because the parents fear that it would have an adverse effect. These adults may have had negative experiences because of their inability to use English; therefore, they want their children to acquire English exclusively.

The omission of the learning of Spanish in the home does not automatically produce more fluent and efficient speakers of English. Along

with the decision to withhold Spanish from the child must be the provision of a home and community environment in which the English language is broadly and extensively developed in the four processes of listening, speaking, reading, and writing. The home that provides a varied and rich opportunity for the child to acquire English through a range of communicative situations is building the basic linguistic preparation the child needs for success in school. It may be that parents who deny children the opportunity to develop the Spanish language at home for some reason or other may concurrently be providing a meager and limited model of the English language for the child at home. This non-Spanish-speaking child may then become limited English proficient as well. This phenomenon results in students who have problems with the English language without the advantage of another language.

The specific manifestations of this inability with the English language may be seen as the child copies the model provided by adults who themselves demonstrate interferences in the language. The sounds of English are influenced by the sounds of the Spanish language (phonology); the words and elements of words are limited (morphology); the word order in sentences may follow that of Spanish (syntax); meanings of words often are confused (semantics); and the pitch, flow, and rhythm of the language may sound like that of Spanish (intonation).

The Hispanic child who is English dominant may have developed in a bilingual/bicultural environment in which the English language was not the pervasive, intensive force needed to mold fluent English speakers. Learning a first and only language in a nonnative speaking environment may serve to limit the speaker's degree of proficiency. The limitations of a survival-level language impose parallel limitations on the learner's ability to use language to conceptualize at abstract academic levels. The standard curriculum does not make allowances for language limitations and places demands on students to acquire and analyze concepts and generalizations in a variety of courses. The evergrowing load of textbook programs throughout the grades imposes severe language requirements on those who are unprepared linguistically.

Cultural Factors

The English-dominant child reared in a Hispanic community may demonstrate a range of cultural behaviors and values from acculturation to the Anglo-Saxon dominant cultural patterns to a traditional Mexican American lifestyle. The components of a culture—diet, language, socialization patterns, ethics, costuming, music, dance, art, drama, and so on—

may be manifested in the home of the child in a bicultural fashion blending the two cultures into one; or one of the two cultural lifestyles may be more dominant in the child than the other.

The child's preference for and participation in one or the other culture will influence his/her academic performance, as will the degree to which the curriculum may reflect only one culture. If the standard curriculum evolves around the behaviors, artifacts, and values of traditional "American" culture, omitting those of the Hispanic culture, the effect on the child may be both conceptual and emotional. Conceptual interference may occur when a cultural concept is presented that is completely unfamiliar to the learner. If no adjustment is made by the teacher or the materials, the child will not attain the concept as clearly as possible. Emotional interference may occur if the child feels that the family's and community's cultural lifestyle is not valued by the school's curriculum. If the exploits, objects, and ideas of the various ethnic groups are not presented positively, the act of omission may cause the child to feel unworthy and this is detrimental as the child attempts to succeed in the existing curriculum.

Psychological Factors

The emotional well being of the learner is crucial if he/she is to gain as much as possible from the content and procedures of the instructional program. *Perceiving, Behaving, Becoming* (Combs, 1962) describes the stages of development of self. The child *perceives* himself/herself in a particular way based upon feedback from the social environment, *behaves* in a manner which agrees with this set of perceptions, and *becomes* that person evolving through and resulting from the self-perceptions and behavior. Hispanic children who perceive themselves as different and perhaps unworthy may begin to behave in this way and ultimately become individuals who do not like themselves.

A curriculum which does not support the child with positive feedback about his/her individual characteristics does not teach "the whole child." The relationship between self-concept and achievement has been researched and documented widely.

To be different, whether black, native American, Chicano, Jewish, Italian, or Croatian, is likely to mean being "less than" the majority group. Consequently, students who belong to a minority group are especially likely to have negative self-concepts in at least some respects. Correlational studies show substantial positive relationships between achievement and self-concept measures (Gage, 1979).

Socioeconomic Factors

The effect of socioeconomic status on achievement has been investigated by many researchers who have found a positive relationship between the two. The Hispanic child is often a member of a lower class family within the poverty level. Since the schools are geared to maintain the status of a traditional curriculum that reflects the behaviors, traditions, and values of the middle class, those who have not lived within this economic range do not possess the readiness required by the standard national curriculum. Homes that provide books, magazines, toys, games, records; experiences such as trips, vacations, picnics, excursions, the arts, extensive verbal interaction; and the values of competition, self-worth, control of the situation and motivation to learn typically produce learners who do well in school.

> The one factor that did seem to distinguish between successful and non-successful students was social class. A child who came from an upper-class or middle-class home appeared to have a better chance of doing well in school than one who came from a lower-class home. It appeared that upper and middle-class children were exposed to experiences and attitudes that gave them an advantage in school. (Biehler, 1979)

If it is valid to believe that Hispanic children tend to underachieve more than their Anglo counterparts, this premise may be based on linguistic, cultural, psychological, and/or socioeconomic factors. A comprehensive effort by educators will be required to alleviate the causes of the problems and utilize the strengths of the children.

Supervisory Initiatives

The instructional leaders in the public schools—administrators, supervisors, directors, consultants—are responsible for developing curriculum that is appropriate for the various ethnic minorities constituting an evergrowing segment of the school population. They have been handed mandates from government agencies, state education departments, school boards, the courts, and superintendents. It is time, after almost fifteen years, for concerned educators to ensure that they provide viable approaches in the schooling of minority children and thus improve their educational opportunities. One must finally come to the realization that in attending to individual differences while complying with the special linguistic and cultural needs of Hispanic children:

1. The current regular curriculum designed for the middle class native-English-speaking child does not match the particular characteristics and needs of Hispanic children.

2. Hispanic children, even though English dominant, may not possess sufficient English language concepts and skills to succeed in the standard curriculum.

3. Teachers, administrators, and supervisory personnel should be able to design and develop an appropriate curriculum for non-Spanish-speaking Hispanic children who have special academic needs.

Supervisors of programs for non-Spanish-speaking Hispanic children need to regard closely the special needs of these students in light of their linguistic, cultural, psychological, and socioeconomic characteristics. The special needs can be organized around a set of instructional goals within a comprehensive approach. These goals may be the following:

- To develop facility in language(s)
- To foster conceptual development
- To augment social arts skills
- To promote cultural awareness
- To enhance the self-concept

Language Facility

As stated previously, the English-dominant Hispanic child may lack sufficient mastery of the English language to cope with the abstractions and complexities of the conventional curriculum. The language of this child may be restricted to a "survival" level of communication impeding continuous growth and development as charted by the expanding curriculum.

If the English language is to be further developed for the student, not only the processes of listening, speaking, reading, and writing must be examined, but also the components of a language: phonology, morphology, syntax, semantics, and intonation. The components are developed through the processes. In other words, the sounds, the vocabulary, the sentence structures, the meanings, and the rhythm and speed of the language are learned gradually through exposure to auditory, oral, visual, and graphic stimuli/representations. If the learner is underachieving in the literacy skills (reading and writing), perhaps underdevelopment of the oracy skills (listening and speaking) is responsible.

For English language development, a supervisor should guide the professional staff so that they may:

1. Diagnose the specific areas of weakness in the English language of the students: sounds, vocabulary, syntax, meanings, intonation.

Teacher observation, informal skill inventories, and language assessment instruments can be employed to determine strengths and weaknesses.

2. Analyze the language content of the reading and writing programs available to the students in order to match the students' characteristics with the levels of difficulty. The phonics, vocabulary, comprehension, and grammar programs in the existing instructional materials need to be examined for specific instances of possible interferences and probable reinforcements.

3. Adapt/develop activities and experiences around a set of instructional materials that allow the student to listen to taped selections and respond orally to the content. These listening and speaking instructional materials should be sequenced and graduated through levels of difficulty with interest focusing on the acquisition of new concepts and skills in the English language.

4. Correlate and integrate the language arts instructional materials into a meaningful and synthesized whole allowing the student to view the English language as a fused entity and not as a fragmented and disjointed series of unrelated classroom activities.

5. Delay the formal analysis of English grammar until the student has sufficient proficiency in listening, speaking, reading, and writing the language.

For Spanish language development, the professional staff should be able to:

1. Diagnose the student's level of receptive ability in the Spanish language; listening and reading tests can be administered in order to determine the domain of language in which the student can function receptively.

2. Use whatever receptive ability the child demonstrates in Spanish to support and reinforce those similar areas in English. Through contrasting analysis of the two languages, the learner can extend understanding and fluency in each language.

3. Develop the expressive dimension of Spanish (oral language and writing) to match the specific receptive level (listening and reading) and continue with more advanced language development as an enrichment program. The child has the opportunity to learn a second language—in this case, Spanish—because his/her ethnic background is supported by the language cultural community. Second language instruction would serve to reinforce and perhaps augment the acquisition of the first language—English.

4. Utilize the Spanish-speaking community as a source of content, encourage the members of this group to contribute their language skills as volunteers in the classroom, instructional aides, or curriculum developers.

Conceptual Development

The acquisiton of concepts, generalizations, principles, and skills in the content areas of science, mathematics, social studies, and health is crucial in the advancement of cognitive development. If the child is underachieving in these academic fields as measured by standardized tests, it may be due to a language proficiency problem.

To develop the cognitive domain, one must examine the procedures for acquiring knowledge. Concepts, skills, generalizations, and values are acquired gradually as the child lives a variety of experiences in which he/she is exposed to positive and negative examples of the concept.

The child experiences mathematics concepts, science principles, social studies generalizations, and health values as elements in the structure of knowledge helping the child explain and interpret reality. As the child begins to underachieve in these areas, he/she begins to falter in the intellectual process of completing a cognitive puzzle. Pieces in the puzzle do not make sense or are simply too difficult to grasp.

Some experiences that support the acquisition of concepts may also be missing in the life of the child. These experiences may be typical of the middle class lifestyle or foreign to the culture of the community. Therefore, a lack of a rich linguistic and/or experiential background may be basic to the problem of underachievement by the non-Spanish-speaking Hispanic child.

A set of supervisory strategies to help the professional staff foster conceptual development follow:

1. Provide intensive listening and speaking experiences in the teaching of the content areas. Before the student reads and writes about the material, he/she is taught the same science, mathematics, and social studies selections through parallel auditory and oral activities. The child listens and responds orally to the concepts, skills, generalizations, and values portrayed in the conventional curriculum by: identifying the main ideas; comparing details; using the conclusions; and separating the sequence.

2. Provide examples from the Spanish language and the Hispanic culture whenever appropriate as reinforcement of concepts and skills. This linguistic and cultural relevance will establish a sense of identity

and immediacy within the content areas for the student who needs to understand and appreciate his/her background.

3. Integrate the language arts with the content areas in an attempt to fuse the entire curriculum into one meaningful whole. Teachers need to meet and share the global view of the curriculum for this child. Language arts teachers can provide the scope and sequence of language skills that content area specialists may utilize as they focus on the language dimension of the material. Subject matter teachers can provide the language teachers with inventories of concepts and generalizations to be used as possible content for linguistic study and analysis. As the student faces a synthesized curriculum—a total entity elaborated and reinforced by a team of cooperating teachers—he/she will perhaps begin to succeed in the acquisition of higher level abstract concepts and skills.

4. Use a reading methodology in the content areas in order that the student may benefit from a developmental skills approach in the study of academic courses.

5. Employ a bilingual approach to teaching the content areas if the student understands but does not speak Spanish. Mathematics, science, social studies, and health concepts can be initiated in the stronger language and later reinforced in the second language for more effective learning. As the concept is developed through the steps of (1) initiation, (2) re-introduction, (3) elaboration, (4) reinforcement, and (5) evaluation, the learner can be exposed to examples from both languages at whichever of these steps the specific language is most appropriate.

Social Arts Skills

The area of social arts skills can be defined as that range of human behaviors allowing positive and productive social interaction in the group. As the child becomes an active and contributing member of the school community, he/she is augmenting the values and behaviors brought from the larger community. The school as a miniature society reinforces the social skills desirable for success as a student and as an adult in the world of work. These social arts skills include the ability to work in small and large groups; to exert leadership responsibilities; to be an active follower; to share and safeguard material things; to utilize time and space appropriately; to demonstrate rules of courtesy and kindness; to follow ethical and moral guidelines; and to respect other people's opinions and beliefs. Interacting within and reacting to the needs and responsibilities of a group facilitates the growth and development of the human as a social being.

Through the dimension of schoolwide activities, the student learns to augment his/her social skills by practicing the various behaviors, values, and language of the social situation. Special programs should be designed to increase the representation of Hispanic students in the social activities of the school.

A set of supervisory strategies for assisting the professional staff to augment social arts skills are:

1. Diagnose the social needs and aspirations of the non-Spanish-speaking Hispanic child in order to develop a program to incorporate him/her into schoolwide activities. Student and parent interviews about specific social preferences and strengths of the Hispanic community may lead to an inventory of experiences that can be planned and implemented by the school for this special population. Proceeding from the known to the unknown may ensure that the child will want to participate in those social experiences which are new and strange to his/her way of life.

2. Institute school activities which reflect the cultural and linguistic lifestyle of the Hispanic community as a regular and established function of the public schools. Borrowing from the special celebrations, traditions, and socialization patterns for integration into the established calendar of events recognizes the inherent value of the sociocultural legacy of the Hispanic community.

3. Employ parents and community volunteers to assist in social, academic, and athletic events of the school. As these adults model active participation in schoolwide events and functions, their children will surely feel a sense of belonging and pride in that dimension of the curriculum.

4. Secure the sponsorship of cultural, civic, and linguistic societies in the Hispanic community in order to stimulate parallel organizations in the school program: junior versions of the Pan American Club, Spanish Honor Society, Literary Club, and Genealogy Club.

5. Organize a system of awards and recognition events to stimulate each child toward a higher level of active participation in the social, athletic, and academic events of the school. Awards for outstanding accomplishment in a variety of fields will surely encourage children and their parents toward fuller participation.

Cultural Awareness

The ideal of promoting a pluralistic American society by recognizing, developing, and valuing the special contributions made through cultural differences is surely a more viable alternative than the traditional

melting-pot concept, which has not been a reality for the several minorities physically and culturally identifiable as distinct ethnic groups.

The Hispanic child who is English dominant is part of that "different" minority and is often isolated from the larger cultural group. Integrating Hispanic culture into the traditional curriculum is an objective of the global concept of multicultural education. Although the theoretical statements and the awareness of a need for such a program have been easily accepted by many, the multicultural education movement has been complex because defining and implementing a multicultural education dimension in the classroom has been "easier said than done."

Strategies recommended in the promotion of cultural awareness are:

1. Develop a multicultural dimension within the curriculum. Recognize, develop, and value the special contributions made through cultural differences represented by the various ethnic groups in the schools. Both Hispanic and non-Hispanic children will appreciate knowing the role of the Spanish culture in the world and in the United States.

2. Organize school-sponsored cultural celebrations in which the community can play a major role; thereby, accepting the customs and traditions of the Hispanic community as a part of the schoolwide activities. This can mark special holidays or historical events significant in the development of the cultural legacy of the Hispanic group.

3. Involve the parents and other adult community members in the classrooms as volunteers who can contribute to the curriculum as community consultants. As the parents assist in the instruction and development of the curriculum, they serve as cultural and linguistic models for their children and for children of other ethnic groups.

4. Offer language study other than English and concentrate on the languages represented in the classroom. As the students reach a more advanced level of second language proficiency (listening and speaking skills), the literacy skills (reading and writing) can be initiated developmentally.

5. Sponsor Spanish language clubs that can assist the multicultural education program through a variety of projects such as the collection of cultural artifacts for study and exhibit in the school, literary contests and demonstrations by the children and adults, identification of library book materials representative of the culture and language of the group, and general maintenance of the Spanish language in the school as a legitimate vehicle for communication.

The Self-Concept

The enhancement of the Hispanic child's self-concept is a valid goal in education. Research has indicated that most linguistic, cultural, and racial minorities suffer from a lower level of self-esteem than members of the dominant English-speaking Anglo population. The effect of the self-concept on achievement has also been investigated thoroughly; a significant relationship has been identified between these two variables (Purkey, 1970). That is to say, those children who demonstrate negative feelings about self tend to score lower on achievement tests than children who exhibit positive attitudes about themselves. If this devastating effect upon progress and achievement through school has been determined to be associated with self-perception, then the public schools have a serious responsibility to develop instructional programs that will tend to strengthen positive attitudes of self and lessen negative attitudes.

The Hispanic student who does not speak Spanish should be made to understand that although he/she does not have native ability in the mother tongue, it is highly possible that the Spanish language can be acquired by serious and continued study. Those children who possess receptive abilities in the Spanish language could be encouraged to awaken this language from its dormant state into an active and novel method of communication.

Some methods for enhancing the self-concept of the non-Spanish-speaking Hispanic child are:

1. Diagnose the levels of self-concept through a self-concept inventory, commercially or locally-designed. With this basic information teacher and administrators can plan a conscious approach in enhancing the self-concept of the non-Spanish-speaking Hispanic child.

2. The school and the classroom can establish a systematic approach to identify and value a personal ability or attribute in every student enrolled. For each student who receives recognition for a quality or product, positive progress toward the attainment of a high level of self-esteem will be almost assured.

3. Develop a series of special stories in which individual children are the primary characters. As the student hears a classroom story unfold relating to his/her own characteristics and exploits, there will be a gain in self-awareness and self-confidence.

4. Encourage the student's use of objects from home to implement objectives of the curriculum and personalize the learning experiences.

5. Using peer-tutoring relationships, have older students assist younger ones; English speakers reinforce skills in that language, and so on. Students assume the responsibility of teaching another child very seriously, and when this opportunity takes place in a real classroom environment, the motivation factor is that much stronger.

Conclusion

The education of the non-Spanish-speaking Hispanic child is of concern to educators who believe in a curriculum which considers individual differences while meeting the special linguistic and cultural needs, interests, and abilities of children. Whereas a bilingual/bicultural education program is evolving for the limited English proficient, the Hispanic child who has not learned the Spanish language at home and may have acquired a "survival level" English in its place is not the subject of widespread curriculum research and development. Educators who are interested in developing innovative alternatives for these students should begin by diagnosing the special needs and characteristics of individuals and groups of children. Once diagnosed, the supervisory and administrative staff needs to set program goals in the promotion of appropriate strategies to meet the linguistic, cultural, social, academic, and psychological needs of the Hispanic child who does not speak Spanish.

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Theoretical Perspectives on the Selection of Instructional Techniques for Hispanic Students

Edward A. DeAvila and Daniel M. Ulibarri

Since the Coleman Report in 1966, the low academic achievement of many students has been well documented. Investigations have reported that Hispanic background children are characterized by excessive grade repetition, high dropout rates and, in general, low academic achievement (Anderson, 1969a, 1969b; Cervantes, 1976, Crane, 1977; National Bureau of Educational Statistics, 1978; United States Commission on Civil Rights, 1971).

The educational problems of Hispanic children have been well established in several reports released by the United States Commission on Civil Rights (*The Unfinished Education*, 1971; *The Excluded Student*, 1972; *Teachers and Students*, 1973; *Towards Quality Education*, 1974). More recently, the National Assessment of Education Progress Report (NAEP, Crane, 1977) has documented the low achievement of Hispanic school age children from 1971 to 1975 in five learning areas: reading, social studies, mathematics, vocational education, and science. In each of these areas the Hispanic child is below the national average.

Finally, Carter and Segura (1979) present convincing data which illustrates that not only do Hispanic children evidence lower overall achievement in virtually every academic area, but that the "holding power" of the schools is much less for these students than for any other group save Native Americans. Despite this knowledge, little information is known concerning those factors which contribute most to influencing the academic achievement of Hispanic background children.

In virtually all investigations into the sources of low achievement for Hispanic children, much attention is given to the personal and behavioral characteristics thought to result from different and limited environmental experiences. As a consequence, a host of background and

other group factors have been identified as contributing to their low academic achievement. Because of the emphasis on group comparisons, the relationship between background variables and achievement is based primarily on the observation that group differences on these variables occur concurrently with group differences in achievement. The causal reasoning that such variables are thus related to academic achievement differences between groups simply does not follow. Moreover, recent research indicates that most group difference variables have been empirically rejected as sources of low achievement. Nevertheless, the stereotypes and myths that have been promulgated over the years still persist and are evident in our schools and in our research.

The purpose of this chapter is to present some of the more recent research findings concerning factors related to the academic achievement of non-Spanish-speaking Hispanic students. However, because of the many myths and stereotypes that exist concerning the Hispanic background child, it would seem worthwhile to review the stereotypes that have been developed from several past approaches. Following this, more recent research concerning cognitive styles and cognitive development as they relate to achievement will be discussed, and an alternative approach based on neo-Piagetian methodology will be presented.

It should be borne in mind that while the focus of discussion is on non-Spanish-speaking Hispanic children, research has not distinguished the Hispanic population in this way. Instead, the Hispanic population is distinguished in terms of English speaking or not. A further problem is that English speaking ability is not defined or measured. Hence, one does not know the English language proficiency of the children, nor can one be sure that they are not Spanish speaking. Research concerning non-Spanish-speaking Hispanics is simply hard to find or of dubious reliability. Thus, for the most part the issues to be addressed in the following pertain to Spanish-speaking children as well as those who do not speak Spanish.

Early Views: The Culturally Disadvantaged View

Early studies of academic achievement of Hispanic and Mexican American children were generally made in conjunction with Black Americans under the heading of "culturally disadvantaged" (Horn, 1970; Deutsch, Katz and Jensen, 1968). These efforts were guided mainly by a position which viewed minority children as culturally deprived. Thus, the argument went that because of poor and unstimulating home environments, minority children were likely to be retarded in their linguistic, cognitive, and sociological development.

Herein lies the rub of the culturally disadvantaged approach—that is, that it places the problem with the cultural group and hence the child rather than with the school environment. More important, this view virtually ignores or rejects the positive aspects of the nonmainstream environment, assuming instead that the child has not developed any cognitive skills at all.

The Culturally Different View

A more liberal but nonetheless negative view is one which describes Hispanic background experiences as simply different from that of the mainstream American cultural experience (see Carter, 1970). With this view the culturally different child is one who does not possess the same values, attitudes, and motivation toward achievement; has not developed the same required skills; may be retarded in language and social development; and in general does not match the mainstream, middle class, white culture found in the schools. As a result of this mismatch, these children do not succeed.

Nonetheless, according to this view, the culturally disadvantaged child is still one who is handicapped not by the school, but by his own culture and behavior. The school is the victim since it must take on the additional responsibility of dealing with the "resistance to learning" that these children bring to school (Ogbu, 1974).

Thus, in these two views of the academic problems of Hispanic children, one sees that while the more recent approach is tolerant of cultural differences, it still acts on the basis of a deficit model. Implicit in the deficit approach is the notion that nonmainstream behavior is somehow associated with a lack of ability. Thus such deviant behavior is often unknowingly interpreted by teachers and other students as representing a lack of ability per se (Cohen, 1979).

Moreover, the cultural difference approach is directed at improving achievement by addressing group difference factors that are not supported by current research data and may not even be related to achievement in the first place. As shown below, many of these so-called group difference variables are based solely on stereotypes that have developed out of an ignorance of nonmainstream behavior, environments, and poor research paradigms. In the following we will review some of the more recent research rejecting these deficiency views.

Stereotypes and Hispanic Achievement

The culturally disadvantaged and culturally different approaches both recognize the limited sociocultural and environmental background

of the low-achieving minority child. In both approaches much attention is given to those aspects of sociocultural background that correlate with academic achievement. Such variables as self-concept, attitudes toward school, motivation to achieve, language deficiency, bilingualism, and even intelligence have all been identified as important determinants of academic achievement for Mexican Americans (Coleman and others, 1966; De Avila and Duncan, 1979; Duncan and De Avila, 1976; Ogbu, 1974). However, it is best to remember that not only does the data available not support these notions concerning the poor achievement of Hispanic children, but there is ample evidence to conclude that they simply are not tenable. Therefore, it would be worthwhile to briefly review such findings, since these notions seemed to be so ingrained in our approach to the education of Hispanic children.

Socioeconomic Status

Most research concerning the achievement of Hispanic, indeed virtually all nonmainstream children, can be criticized for failing to observe a few basic tenets of good research methodology and logical reasoning. For example, one does not need a research paradigm to conclude that, on the average, children who have more experience in a particular milieu, who are more familiar with it, and who are more like the "national average" in every other respect will tend to perform more like the "national average" with respect to achievement than children who are not so similar. Moreover, equating groups on any number of factors, including socioeconomic standing, does not equate them on numerous other factors in which they differ. This includes exposure to prejudice and a "realistic perception of limited economic or educational opportunities" (Kagan and Buriel, 1977). As a consequence many of the so-called group difference factors related to the low achievement of Hispanic children, such as socioeconomic status, are hopelessly confounded by too many other factors to be able to conclude that they are anything more than indirectly related to achievement.

Affective Factors

Probably one of the most common misconceptions regarding Hispanic and other minority children is the belief that they have negative self-concepts and low motivation and that this is related to their low achievement. However, in a review of several studies, Carter and Segura (1979) report that past research data concerning differences in cultural

orientation in the "affective domain" are equivocal. In fact more recent studies report findings which show that (1) Mexican American children do not differ significantly from national norms with respect to several affective indexes of self-concept, scholastic attitudes, or academic motivation; and (2) these same affective factors are not related to the academic achievement of Mexican Americans (Cervantes, 1976; Kagan and Buriel, 1977; Ogbu, 1974). As it turns out, many of the older methods designed to measure self-concept and attitudes toward school actually assess Black and Mexican American children's frustration toward the reality of school rather than their attitude toward education (Kagan and Buriel, 1977; Ogbu, 1974).

English Language Proficiency

English language proficiency and bilingualism have also been thought to be a major source of difficulty for Hispanic children. Again, however, recent research has indicated that (1) English language proficiency alone is not sufficient to assure normative levels of achievement (De Avila, Cervantes, and Duncan, 1978; Fischer and Cabello, 1978); and (2) proficient bilingualism is likely to contribute to achievement rather than to hinder it (De Avila and Duncan, 1976; Duncan and De Avila, 1979).

The misconceptions and stereotypes that exist concerning the academic achievement of Hispanic children have contributed to a failure to more successfully identify areas in which their achievement can be impacted. As a consequence much energy has been misdirected from more meaningful research.

Field Dependence/Independence and Hispanic Culture

Currently a great deal of attention has been given to the relationship between cultural background and cognitive style (Castaneda, 1976; De Avila and Duncan, 1979; Duncan, 1979; Duncan and De Avila, 1979; Holtzman, Díaz-Guerrero, and Swartz, 1975; Kagan and Buriel, 1977; Laosa, 1977, 1978; Ramírez and Castaneda, 1974). In particular, the cognitive style relating to Witkin's (1950) construct of field dependence/independence (FDI) has been the main focus in these investigations.

The literature on the development and use of this construct is quite extensive and complex. However, the purpose here is not to provide the theoretical or historical development of the FDI construct. For this, the reader is referred to accounts provided by Kagan and Buriel (1977) and Duncan and De Avila (1979). Instead, we will review the recent research

which utilizes this construct to interpret cognitive functioning in Mexican American populations. Therefore, in the following, only a brief description will be given of the FDI construct.

In its simplest terms, the FDI construct is described as a bipolar dimension which can be used to describe the individual differences in perception, remembering and thinking, and organizing and processing information. The bipolar dimensions are represented by a field dependent and a field independent mode of cognitive functioning. In general, field dependence/independence represents behavior associated with an individual's cognitive orientation with respect to a given stimulus or environment.

According to Duncan and De Avila (1979) field dependence/independence

> . . . is used to designate contrasting tendencies to rely primarily on external referents or on the self and assumes that degree of autonomy from external referents will be consistently revealed in cognitive/perceptual functioning as well as in interpersonal behavior (p. 17).

Moreover, FDI is considered to be the end result of socialization practices. It is in this respect that it has been argued that the cultural values and socialization practices of Mexican Americans are consonant with a field dependent or field sensitive* cognitive style (Ramírez and Castaneda, 1974).

According to Ramírez and Castaneda (1974) and others (Castaneda, 1976; Ramírez, Castaneda and Herold, 1974; Ramírez and Price-Williams, 1974; Laosa, 1978), differences in learning and incentive-motivational styles between ethnic groups are the end result of different socialization practices and the teachings of the mother. Because various cultural groups value characteristics that promote one type of learning behavior over another, members of these groups, in general, tend to be oriented toward the learning behavior preferred or valued by the group. Thus, according to Ramírez, Castaneda and others, students come to school equipped with preferred modes of learning, modes of learning resulting from the child's cultural milieu and the teaching style primarily of the mother (Laosa, 1978).

The above researchers also argue that cognitive style varies with degree of assimilation to the Anglo American, mainstream culture, with traditional, dualistic, and assimilated Mexican American groups representing greater "differentiation" or field independence. The main premise of the Ramírez and Castaneda position rests on the notion that the cul-

* The term field sensitive is used in place of field dependent by Ramírez and Castaneda (1974).

tural characteristics and child-rearing practices of traditional Mexican Americans promote a field sensitive cognitive style. In this way, Ramirez and Castaneda have perhaps characterized traditional Mexican American culture as consisting of that reflected in the lifestyles, living conditions, and socioeconomic status of rural Mexicans, and in effect, risk a negation of the heterogeneity that characterizes Mexicans and Mexican Americans in general.

Field Dependence/Independence and Achievement

Several studies concerning the relationship between FDI and academic achievement of Hispanic background children can be found in the literature (see Kagan and Buriel, 1977; and Carter and Segura, 1979, for a review). In general a positive but moderate relationship is reported with Mexican Americans tending to exhibit more field dependent or field sensitive behavior.

Carter and Segura (1979) point out that there is a tendency for educators to feel that field sensitivity is common among Mexican American children. However, they are quick to point out that such overgeneralizations represent a failure to fully understand the construct and the principles presented by Ramírez and Castaneda.

They further say:

> Most school practitioners, perhaps not understanding the cultural differences among Mexican American groups, see the group as monolithic in cognitive styles as well as in culture, values, and roles (Carter and Segura, 1979, p. 118).

Finally, an emphasis on group differences in cognitive style or on the relationship between cultural values and FDI does not directly address the issue. While the presence of sociocultural influences, teaching style, and even cognitive stylistic differences may exist, a more relevant question is whether such differences are related to academic achievement in the first place. Research on this question has shown that cognitive style is not related to the academic achievement of urban and rural Mexican American students in any consistent manner. Rather, English language proficiency and teacher judgments are more important for predicting reading, math, and language achievement (De Avila, Duncan, Ulibarri and Fleming, 1979). Additionally, the hypothesized Anglo American, urban Mexican American, rural Mexican American distinction does not hold (Ulibarri and Fleming, 1979). A general conclusion is that FDI contributes to achievement, but it does not in any way fully account for the low achievement of Mexican Americans or others (De Avila and Havassy, 1975).

Field Dependence/Independence and Educational Intervention

The main emphasis of an FDI interpretation of Anglo American and Mexican American differences in achievement is as a means for intervening in the educational process of Mexican Americans. For example, Ramírez and Castaneda (1974) have proposed the implementation of "culturally democratic" learning environments in the schools. Such environments would be based on the matching of the cognitive teaching style of the teacher with that of the student. After the student has learned to function in one "cognitive" environment (field dependent or field independent), the student will then gradually be introduced to the other cognitive mode. However, in one study (Sanders and Scholz, cited in Kagan and Buriel, 1977) field dependent students actually performed better with a field independent teacher.

It would seem then, that given what is known about the relationship between FDI and achievement, the application of FDI with regard to teachers only would be more appropriate. That is, in order to provide culturally democratic learning environments, schools should take into account and not exclude those behaviors and styles which the students bring to the school. The procedure then would be to concentrate specifically on training the teacher to operate in a bicognitive manner. Thus, the solution would not be the utilization of one teaching style over the other but the determination of what is appropriate at the time and a balancing of one style with the other.

Such an alternative does not require an assumption as to the cognitive style of the student but assumes only that both styles exist and will be operant in the classroom. If one removes the assumption of individual student cognitive styles from the Ramirez-Castaneda procedure, then their procedure would avoid any associations which might be drawn by arbitrarily labeling a particular group.

Cognitive Development and School Achievement

Results of a study performed in 1976 led De Avila, Havassy, and Pascual-Leone to believe that the relationship between cognitive development and school achievement, especially for Hispanic background children, must be more closely examined. The failure to find a difference between Mexican American and Anglo American children on developmental measures, while significant differences occurred on IQ and achievement measures, indicated that cognitive development in Mexican American children and perhaps others is not in itself a sufficient condi-

tion to engender a level of school achievement equivalent to that of middle class children.

Since Mexican American children develop cognitively in the same way and at basically the same rates as do Anglo American children, the failure of Mexican American children to achieve in schools and to perform well on capacity and achievement measures must be attributed to reasons other than a presumed lack of cognitive ability in the Mexican American child.

To some extent the low achievement of Hispanic and other minority children is in part due to the tests used to measure achievement and to the curriculum that is offered in the schools. The materials, language, and situational context utilized both in testing and in curriculums are culturally biased in favor of Anglo American middle class culture, and children who do not share that culture are at a disadvantage in such situations.

Another part of the problem can be traced to the fact that both tests and school curriculum tend to emphasize rote skills and the acquisition of abilities learned in a specific context. As a consequence, many examples can be found demonstrating a student's propensity for the usage of language and other learned material without an understanding of the meaning (Cazden, 1972; Cazden and Leggett, 1976; Piaget, 1971). Yet all too often we base our decisions concerning the achievement of and the planning of programs for children on the basis of their ability to perform on such tests.

This approach can lead to specific problems with regard to Hispanic children. Oftentimes a student's placement and perceived status in a class is determined by the results of a test. Children who show initial success on a test are designated as achievers and given additional instruction to maintain that status. Meanwhile, other children are given curriculum commensurate with their so-called "nonachieving" status. Since the curriculum is hierarchically ordered, there is the potential for either restricting future achievement or more or less guaranteeing low achievement. Thus, test results can be the determinant of both the present and the future achievement or nonachievement of the student (McClelland, 1973). In both instances, little regard is given to actual cognitive abilities. Yet since Hispanics and other minorities tend to be the low test scorers, they are the ones who bear most of the negative consequences.

A second problem is that teachers and other students may tend to develop attitudes toward Hispanics and other minority students as not being very "intelligent" or not likely to succeed. Recent research has demonstrated that the self-expectations of many minority students and the "perceived" expectations of teachers and other students can produce

a self-fulfilling prophecy on the part of minority students (Cohen, 1973, 1979; Cohen and Deslonde, 1977). Students and teachers seem to believe that intelligence or ability is a unitary trait and that reading ability or achievement is a valid indicator of this ability.

Finally, tests can lead to the belief that many children have not acquired any skills at all. Ginsburg and Koslowski (1976) cite several studies in which cognitive skills were evident when assessment was made in more natural settings even though achievement tests did not indicate so. If both school curriculum and tests are biased against Hispanics and other minority children, how then can their achievement, as it is assessed in the schools, be improved?

Many educators seem to agree that the best way to improve minority school achievement is to enhance English language ability (Carter and Segura, 1979). However, attempts to do this do not appear too successful. Carter and Segura feel that this is due to a lack of training received by teachers, inadequate or inconsistent implementation of language programs, and too much emphasis on direct teaching of surface language skills. In addition, De Avila and Duncan (1976) point out that an overemphasis on ESL or direct language instruction often results in a neglect of more conceptual skills; while learning English skills, the student falls behind in basic subject areas.

It is our belief that one way to improve achievement is to take a more realistic and positive view of minority experiences. Our research and that of others reported above indicate that Hispanic children do not differ psychologically from Anglo American children and have developed cognitive and linguistic skills that are equal in terms of developmental level to other children. The problem is that these skills are simply not assessed by traditional or mainstream curricula and testing instruments. We do not wish to imply that Hispanic and other minority children are currently at the same level of achievement as Anglo Americans. They are not. But, they have developed the cognitive skills, or what Piaget calls "schemes," that would enable them to achieve if those skills were appropriately applied in the schools.

The problem is twofold: first, to provide a means for assessing the skills the students already have, and, second, to provide a curriculum that will lead to transfer or the generalization of "schemes" so that they may be applied in the school setting.

The first problem has already been addressed through a neo-Piagetian approach to assessment (De Avila and others, 1976; Ulibarri, 1974; Ulibarri and Fleming, 1979), and we are continuing to refine our instrumentation and procedures. Second, we have taken several of the neo-

Piagetian instruments as a basis for the development of a diagnostic/prescriptive procedure (De Avila and Havassy, 1975; De Avila, 1977). The procedure incorporates what is known about the practical application of neo-Piagetian cognitive developmental theory (Case, 1974) and what we know about language development (Cazden, 1972; Cazden and Leggett, 1976; De Avila and Duncan, 1979).

Finding Out: An Alternative Approach

The program to be described is designed to build upon those skills Hispanic children bring to the schools, to provide appropriate activities so that these skills can be more appropriately applied in the school, and to develop language skills and usage in a practical context. The program is based on the concepts of cognitive development propounded by the Swiss psychologist Jean Piaget, who held that intellectual development occurs in hierarchically-ordered stages following the same sequence for all children. This progression is analogous to the sequence of motor development. For example, an infant practices a seemingly random assortment of motions before synthesizing them into crawling and using crawling to explore the world further. Likewise, an older child will experiment with certain materials until grasping their organizing principle, then proceed, with that principle as a tool, to the next stage of development. "Force-feeding" a curriculum to a child does not produce learning; each child will learn a given concept when he/she has developed the conceptual framework within which to understand it. Given sufficient exposure to experiment at one level, a child will learn what is needed to progress to the next level. This is Piaget's notion of "horizontal decalage." In other words, the intended purpose of this program is not so much to accelerate transition from one Piagetian substage to the next, but to enrich the repertoire of each child regardless of developmental level. It is the lateral or horizontal as opposed to a vertical emphasis which distinguishes the program from other approaches. Through the enrichment of horizontal decalage, vertical development eventually takes place.

The program consists of recommended classroom activities for each student. The activities are geared to the child's developmental and achievement level and designed to provide students with experience in specific educational activities thought to be important in intellectual development as well as in more school-defined educational program objectives.

Thus, in agreement with Piagetian theory, the activities represent an attempt to provide experiences which, in a nonpunitive way, con-

tribute both to intellectual development and academic performance. As such, these activities are not new but have been selected from the myriad of tasks normally found in the broad areas of science and mathematics. Each activity is seen as possibly contributing to an enrichment of the child's repertoire.

A primary feature offered in this approach is the determination of developmental level so that a series of activities can be recommended for each child. In this way the tasks or activities have a direct link to qualitative differences in development. The tasks were selected on the basis of laboratory studies, existing programs, and direct experience that has shown the tasks to be within the grasp of children for whom they are intended.

In using the suggested tasks the teacher is asked to build upon and extend the repertoire of the child by providing additional tasks whose "principle of solution" is the same as the recommended task. In this sense the teacher is encouraged to build the child's understanding of the concept implicit in the task in a fashion compatible with established principles of learning.

In the following, we will briefly describe the Cartoon Conservation Scales (CCS) which can be used to assess the developmental level of the child and to prescribe appropriate math and science activities available in the *Finding Out* program. Following this, the *Finding Out* program will be described in terms of the subject areas and skills it covers and its method of implementation.

The Cartoon Conservation Scales (CCS)

The CCS is a measure of intellectual development derived from Jean Piaget's theory. It was developed as a means for assessing in a fair way the intellectual development of children from diverse linguistic and ethnic backgrounds.

Piagetian tasks, as originally developed by Piaget, were individually administered using actual concrete objects. The procedure, requiring a great deal of training, was long and arduous. As a result, the tasks were primarily used for research purposes and little was done to adapt them to more practical educational settings. The possibility of adapting the Piagetian tasks to a paper-pencil cartoon format was first considered in 1967. Today more than 10,000 children throughout the United States and Canada have been tested using the CCS. The present version of the CCS, intended for use in kindergarten through grade eight, represents the culmination of over ten years of research.

The CCS is made up of eight subtests consisting of four items each for a total test length of 32 items. Each item of a particular subtest measures the same concept, each in a slightly different way, by picturing different materials. The eight subtests are listed below in order of increasing difficulty.

1. Conservation of Length
2. Conservation of Number
3. Conservation of Substance
4. Conservation of Distance
5. Egocentricity*
6. Horizontality of Water
7. Conservation of Volume
8. Probability*

The Cartoon Conservation Scales consists of a cartoon-like layout, with the problem presented in three frames on the upper portion of the page and three alternative answer frames located on the lower half of the page. In the first frame of the problem set, an equality or inequality is established. In the second frame, a transformation of some kind takes place, and in the third frame, a question of equivalence or lack of it is posed. Three possible answers to this question are given in the answer frames. Only one is correct. The two incorrect answers are based upon the most frequent incorrect responses given by children of this age group. The position of the correct response is varied across the cartoons. Also, the correct response is varied between "yes" and "no" in order to minimize the effects of "yea saying." Different content is used for each presentation of a concept (for instance, in the conservation of substance, one item uses clay as the material and another uses beans).

It is important to realize that the CCS differ from more traditional assessment in several ways. First, the CCS are theory derived, based on the clinical work of Piaget and his colleagues in Geneva. Thus the different types of items represent different levels of complexity within Piagetian theory. This means that a child's CCS score considers both how many and which items are correctly answered. This is in contrast to the techniques where a child's total score is the arithmetic sum of the items correctly answered.

Second, in the administration of the CCS, task or test instructions are dictated by the needs of the individual child; languages are mixed;

* Strictly speaking, the Egocentricity and Probability scales are not conservation tasks. Nevertheless, previous research has shown that these items are excellent predictors of conservation and early formal operations.

instructions are repeated; answers are probed; guessing, while not encouraged, is not penalized; and so on. The primary objective is to ensure that the child understands the question at hand and is not intimidated or frustrated by the experience.

Third, from the child's point of view, there are only right answers. A child cannot miss since a response simply indicates the level of development or reasoning. The picture of the child thus produced emphasizes the qualitative rather than quantitative nature of the child's thought.

Fourth, the content sampled by the CCS is universal. That is, the principles underlying the problems presented in the CCS are the same throughout the world. Finally, CCS differs in the practical sense in that it is diagnostic/prescriptive. A child's level of performance is geared to specific sets of activities. These activities, part of a program called *Finding Out*, will be described below.

Finding Out

The program called *Finding Out** and its Spanish counterpart, *Descubrimiento* provide a science and math curriculum that encourages the intellectual development of children in the elementary grades through individual questioning and experimentation. Learning how to learn, the development of a questioning attitude and logical thought, is emphasized throughout the *Finding Out* activities. These activities draw on the applications of science and mathematics in everyday life and are common to most children regardless of language or culture.

The activities have been selected to encompass a variety of concepts found to underlie a wide variety of science and mathematics curricula. Within the broad areas of science and mathematics, each activity is recommended as a means for enriching or extending the child's repertoire of language and experience.

This approach to conceptual development cuts across a wide variety of curriculum fare. In an attempt to ensure that the child's understanding of each concept is not bound to the concrete example or activity, each activity prescription is made up of four elements:

1. Objective: what we would hope to accomplish with the student
2. Required Materials: what materials are needed to do the activity
3. Methodology: how to do the activity
4. Expected Outcomes: what concepts or operations underlie the activity

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The final step is perhaps the most important. The teacher is encouraged to give the child a "concept test" wherein the child's understanding of the concept underlying the activity is examined in a context removed from the original situation described in the recommended activity.

The final success of each activity is examined in a test of transfer in which the child is asked to generalize what has been learned and transfer it to a new situation. In fact, an activity is not considered successful until the child is able to generalize the concept in a new setting.

The *Finding Out/Descubrimiento Activities* are organized by themes: Change and Measurement; Shapes and Simple Machines; Crystals and Powders; Shadows, Light, and Navigation; Space and Flight; Photography and Optics; Balance and Structure; Electricity and Magnetism; Heat and Sound; and Water. Within each theme, there are both science and math activities of varying degrees of difficulty. Accompanying each activity are large illustrated direction cards. Using the cartoon illustrated direction cards, the activities ensure student comprehension of what to do, regardless of reading ability. In addition, the text accompanying the illustrations exists in both English and Spanish, so that a student may refer back and forth to make sure she/he knows a given word or phrase.

Different levels of task difficulty are represented in the activity, and the appropriate developmental level of each activity is indicated by the cross-reference coding written on each activity and activity card. As an example, the first theme and activity given below corresponds to change and measurement. The code given is A, M, E, 01. A stands for theme A (in other words, change and measurement), M stands for math (S would be science), E is English and 01 is the activity number. It should also be noted that the usual procedure would be to first determine developmental level (through CCS), determine achievement level (through the criterion referenced test described later) and then select the appropriate activities. However, the curriculum program offered in *Finding Out* can also be used without either test since it has its own built-in evaluation. The following activities will be given so that teachers are aware of units available. English and Spanish versions have been written for all activities.

Example A: Change and Measurement

The *Change and Measurement* unit introduces students to the methods as well as to the subject matter of *Finding Out* activities. Indeed, the methods of scientific and mathematical investigation form an important part of this curriculum. In this unit, students learn to measure accurately,

to estimate, to observe carefully, to make inferences, to think logically, and to keep records of their work.

The math section provides students with experiences in measuring which lead to an understanding of the need for standardized units. In "Ancient Body Measure," students use body parts as instruments of measurement. From those variable rulers, they proceed to "Clip and Measure," in which they use uniform but nonstandard units. Other segments expose students to estimating, learning to measure in the metric system, and comparing results with estimates. In "Pick a Topic and Graph It," students learn how to make a survey and report their findings pictorially.

The science section of this unit focuses on observation and discussion of different kinds of chemical and physical change. "Heating a Corn Seed" and "Heating a Raisin" ask students to examine the ways in which heat affects certain substances. In "Alka-Seltzer I & II," students investigate the properties of the material before and after combining it with water. Various sections give students the opportunity to explore chemical and physical change or require comparisons of before and after. In this unit, students also learn to work independently from cartoon instruction cards in their activity centers.

Activity A-M-E-01

Title: *Ancient Body Measure*
Purpose: To use a nonstandardized form of measurement
Materials: Visual aid (drawings) worksheets, pencils
Expected Outcomes: Concepts (corresponding operations):

A: Correspondence—using visual aids to locate measurements on body

B: Equalities and inequalities—seeing if different dimensions are greater than, less than a unit of measurement; comparing results of partner's measure with one's own

B: Measuring distance—using body parts to measure length of objects

C: Inference—drawing a conclusion about need for standard units of measure

D: Symbols and operations (+, −)—use of addition and subtraction skills to compare measures

Vocabulary: cubit, fathom, yard, span, foot, digit, hand, standard, record, measure, same, different, pick, amount, body

Example B: Photography and Optics

The unit on *Photography and Optics* concentrates on reflection and refraction of light, the workings of a camera, developing and printing of film, and optical illusions. Before experimenting with a lot of equipment, students practice measuring volume when they make "Metric Lemonade."

To begin the science activities, students make prints of real objects, such as leaves and feathers, and learn the importance of controlled exposure to light in the photographic process. Learning the angle of incidence equals the angle of reflection of light rays is the purpose of "Practice Bouncing Light," and other segments. Additional sections cover optical illusions and refraction of light rays.

Activity D-S-E-01

Title: *Make a Photographic Memory*

Purpose: To learn to develop a print

Materials: Photographic proof paper (studio, 8 x 10, cut in quarters, and keep in envelope or black plastic bag until ready to use), Kodak rapid fixer, sheet of glass, cardboard slightly larger than glass, water, clean glass dish or plastic tray, clock or timer, student or teacher flat collections for printing, measuring cup

Expected Outcomes: Concepts (corresponding operations):

C: Inference—hypothesizing how the photographic process works
D: Measurement with numbers—timing the various steps
E: Compensating relations—understanding the relation between length of time of each stage and quality of outcome

Vocabulary: collect, objects, print, photograph, fixer, expose, develop, suppose, memory, rinse

Example C: Space and Flight

Space and Flight is a unit of activities in which students investigate the wind, sun, stars, and planets. For a warmup, students learn to measure and average the length of their pace in "Space Walk." The second lesson in the mathematics section teaches place value, and "Race to the Moon" uses dice to explore probability with students.

To begin the science section, students learn how a weather vane indicates wind direction in "Making Wind Vanes." They make and use a cardboard anemometer, observe sun spots with the aid of a pinhole camera, and explore placement of stars in constellations. Completing the

unit is "Make a Sundial," in which students learn to use shadows to tell time.

Activity CC-S-E-05

Title: *A Diorama of Heavenly Bodies*

Purpose: To make a model of bodies in space

Materials: Shoe boxes, colored construction paper, pieces of styrofoam, string, cotton, rocks, aluminum foil, tempera paint, glitter, sand, clay, scissors, paint brushes, glue or tape, other miscellaneous objects to aid in construction of diorama, dictionary of space words, space books for reference, constellation pictures

Expected Outcomes: Concepts (corresponding operations):

A: Correspondence—making a model of heavenly bodies

C: Inference—making conclusions about space based on diorama construction

G: Inference—hypothesizing ideas about space

Vocabulary: cosmic, diorama, asteroid, comet, constellation, galaxy, meteor, moon, nebula, planet, star, odd stars, white dwarf star, giant star, super giant star, pulsating star, nova, super nova, sun tempera

The Finding Out Achievement Test

Accompanying the *Finding Out* program is a criterion-referenced achievement test. The test is designed to be used as a pre- and post-measure of children's learning as a result of their experience with *Finding Out*. The test consists of three sections: I. Interviews; II. Words in Context; III. Picture Vocabulary.

Interviews requires an interaction with the student. The student is presented with materials and is asked to solve a problem. *Words in Context* consists of 64 items in which the child is asked to choose the word that best finishes a sentence. A picture is provided to clarify the answer word. *Picture Vocabulary* simply requires the student to choose the picture that means the same as the word. There are 41 test items.

Using this test the teacher will be able to determine the success of the activities and in what areas the student may need more work. An advantage to the test is that it is directly tied to the activities that the children have experienced in the program. This is in contrast to many of the standardized test approaches that claim to be sampling from a domain of curricula that may or may not have been covered by the class.

The test removes the element of chance achievement and rewards both the teacher, the student, and the school for their efforts.

Summary

In the above activities it is important to note that by asking children to explore and experiment with intrinsically interesting materials and phenomena, *Finding Out* provides opportunities for children to gain experiences at their individual levels of need. Each child takes from an activity what is appropriate to his/her stage of development. For example, while making a seesaw balance can give one child the chance to explore the concept of equalities and inequalities, it offers another child experience in measuring with numbers, and a third the challenge of drawing conclusions about what is needed to achieve balance. In each case, the child is working at his/her individual level, regardless of chronological age or grade and is learning to think about a problem in ways which transfer readily to other situations.

This learning-in-context approach has special value for language minority children because the thought processes developed and the knowledge gained are independent of language. In addition, the child will be afforded the opportunity to use and learn new Spanish vocabulary. The use of both Spanish and English in a particular context increases the probability that the minority child will acquire the concept since she/he will be experiencing it through practical application.

Obviously, *Finding Out* and *Descubrimiento* require a special implementation. They are designed for use in learning centers. One activity at a time is set up in the learning center, with a large, illustrated direction card displayed above the necessary materials on the work area. Students work singly, in pairs, or in small groups to figure out concepts through manipulation of materials. The activities are also amenable to cross-age tutoring.

In the *Finding Out* environment, the teacher's job is that of facilitator and manager. Rather than dispensing factual information, the teacher here needs to ask appropriate questions and guide the experiences of the children as they work. Questions should probe the line of thinking, rather than emphasize right answers. The teacher constantly needs to assess the cognitive levels of students and provide appropriate materials and activities. With so much individualized activity, it is wise to use *Finding Out* and *Descubrimiento* in classrooms with team teachers or teacher aides who will use these activities to complement and extend existing curriculum fare.

In summary, then, research has led us to the conclusion that the best way to enhance the academic achievement of Hispanic and other low-achieving students is to identify the skills they have already developed and build upon them. In this way, the child can participate in school activities while at the same time learning the language and thus learning how to apply those skills to the situations faced in regular school curriculum and tests.

The view of minority children in terms of a deficit model contributes to the problems that these students have in school. An effort must be made to change the teachers' attitudes and perceptions of minority children. It should be understood that learning of a more general nature, common to a wide variety of experiences, is necessary in order to recognize the abilities of minority children. The problem is not that the resources do not exist, but that the teachers are unable to tap them.

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Staff Development

Gilberto Cuevas

> The effective district staff development model provides a variety of options, it has a flexible program format, it stresses (individual) and small group learning, it is concrete and directly tied to on-going activities. (McLaughlin and Berman, 1977.)

The above statement was made as a result of the findings from a study conducted by the Rand Corporation—*Federal Programs Supporting Educational Change*. Following the ideas stressed in the introductory paragraph, the objective of this chapter is to provide the supervisors with suggestions as to how a teacher can become better acquainted with the needs and school problems of Latino students. The activities described are to be performed individually and independently by the teachers. The staff development approach followed has two characteristics: First, it is not intended for utilization in group situations; second, it follows a developmental model identified by McLaughlin and Berman (1977). No objectives are given for each of the activities described because it is assumed that the supervisor and teacher will decide those using the teacher goals as criteria.

The recommended training has been grouped in categories in order to make it easier to relate the selection activities to an identified area of need. From the various lists teachers will be able to select those activities that seem appropriate. The categories are as follows:

Cultural awareness: Teachers desiring to become more sensitive to the student's needs must become more knowledgeable of the student's culture. Recommended activities and references are given.

Parental involvement: Recommendations are made for useful strategies in involving parents with school activities.

Tapping community resources: Strategies are given on using available community resources to make curriculum "culture relevant."

Foreign language study for the teacher: For the teacher who desires to learn Spanish, sources for immersion courses and programs are given.

Resources: This section directs the teacher to regional and national resources to assist in the solution of a specific problem or the answer for a particular question on matters not covered in the chapter.

Cultural Awareness

Activity 1. *Evaluating your "Cultural Behavior."* Many teachers are not aware of inappropriate behavior in dealing with Hispanic students. Barnes (1977) compiled a list of these negative behaviors from which excerpts are reproduced below:

- Labeling, referring to students as "disadvantaged," "culturally deprived," "slow learners," or "underachievers"
- Nonverbal expressions of disgust with racial overtones, for example, "you people get on my nerves," "you people are dumb"
- Overly restrictive sanctions, for example, disciplining excessively, expelling students from the room, having minority students perform meaningless menial tasks
- Controlling time, allowing only a few seconds to respond to a question, not varying time for individual differences
- Restricting interaction, causing and/or allowing ethnic groups to congregate in one corner or on one side of the classroom
- Omission, relegating students to a state of invisibility by ignoring them, not seeing them in a literal and symbolic sense
- Making subtle innuendoes about personal matters such as material possessions, clothing, personal hygiene, and physical appearance
- Patronizing students, being nice to students while exhibiting an air of superiority and/or condescension
- Constantly insisting on absolute quiet on the one hand or being too permissive in order to be liked on the other hand
- Establishing and adhering to an etiquette of race relations in the classroom whereby the minority student is low person on the totem pole
- Using racial slurs
- Repressive control of minority students' efforts to participate in class, for example, refusing to recognize students who raise their hands to speak, or to call on only those students who raise their hands

- Patting minority children on their heads in a condescending way
- Referring to minority students as "you all," "your people," "your kind"
- Reacting to students on the basis of stereotypes, for example, Blacks are lazy, shiftless; Japanese are brilliant in science courses; Mexican Americans are lazy and lack initiative
- Constantly criticizing the language usage of minority students
- Criticizing and devaluing behavior, the culture basis of which the teacher does not understand
- Selecting ethnically irrelevant content for study
- Selecting presentation methods not appropriate to minority students' learning styles
- Recommending a student's expulsion for minor infractions of school rules, for example, chewing gum or not bringing books, paper, and pencils to class.

On the basis of these behaviors, two subactivities may be carried out:

- Self-evaluation of the teacher-student interaction in your classroom. You may use techniques similar to those developed by Flanders or Brophy and Good. For these, you need a colleague to observe you and rate your behavior. If this is not possible, you may do a self-rating, and become aware of the negative behaviors by keeping a small notebook you can carry around the classroom to tally the number of times you have exhibited these attitudes. (Honesty is essential; remember only you will know).
- Value clarification. Once a list of the behaviors you have exhibited is obtained, answer these questions: (1) What values are shown by my behaviors? (2) Where did I acquire these values? (3) What positive values can I express toward Hispanics? (4) Which of these values do I prefer? Why? (5) Keep a count of the number of times I have exhibited positive behaviors toward my Hispanic students.

Activity 2. *Community Visitations.* Become acquainted with the communities in which the students live. Get to know the families and the conditions at home. Make contact with the staff persons in charge of the community's recreation program(s). You may wish to offer your services as scout leader or big brother/sister.

Activity 3. *Becoming more culturally knowledgeable.* See references listed in Chapter IV—Annotated Bibliography for Mexican American, Puerto Rican, Cuban, and other Hispanic students.

Activity 4. *Learning the student's native/home language.* As we know, language and culture go hand in hand. Check your area for information regarding the learning of Spanish.

Activity 5. *Teacher exchange/partner program.* Request through your supervisor a meeting between you and an appropriate grade level teacher who (1) has been evaluated as an excellent teacher in terms of his/her approach to multicultural settings; and, (2) is teaching in a bilingual/multicultural or ESL (English as a second language) program.

Observe the teacher's behavior toward the students. What is the teaching style? What aspects of his/her teaching could you incorporate into your teaching "repertoire"? Does the teacher speak the student's native language or does he/she make an attempt to communicate in English?

As a follow-up to your visit or visits, you may wish to establish with the selected teacher a "partner relationship" whereby assistance may be given as you become involved in the process of implementing a multicultural atmosphere in your classroom.

Activity 6. *Expanding your cultural sensitivity.* The following is a list of recommended readings which deal with strategies for teaching students in multicultural settings:

Cultural Challenges to Education; the Influence of Cultural Factors in School Learning. Cole Brembeck and Walker H. Hill. Lexington, Mass.: D. C. Heath and Company, 178 pp., $14.00. Authors explore cultural characteristics and differences in order to apply them to educational planning. Divided into three parts: (1) cultural pluralism and the schools, (2) the challenge of diversity and conflict, and (3) can the school respond?

Ethno-Pedagogy: A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Henry Burger. Albuquerque: Southwestern Cooperative Educational Laboratory, 1971, third edition, 193 pp., $5.00. Publication #2-0768. Shows that education methods, curricula, and subject matter can be made flexible. Reveals the patterns of various Southwestern ethnic groups and shows how ethnic traditions can be utilized rather than subjugated by the majority culture school system.

Teaching Culture: Strategies for Foreign Language Educators. Ned Seelye. Skokie, Ill.: National Textbook Company, 1974, 188 pp., $5.75. Designed as a teacher's resource or as a methods course. Suggests means for (1) identifying crosscultural communication skills, (2) writing goal-related performance objectives, and (3) planning cultural instruction. Learning activities, sensitivity techniques, and testing techniques are discussed. Some 400 sources of cultural information are listed.

Parental Involvement

Activity 1. *Home Visits.* Prior to school registration, attempt to visit some of the houses (ideally, it should be all of the homes, but teachers rarely have the time). Express interest in the student and get acquainted with members of the family. If you do not speak Spanish, you may wish to conduct the visit accompanied by a Spanish-speaking teacher or paraprofessional, or you may invite an older child to accompany you as an interpreter. This assumes that the parents do not speak English.

Activity 2. *Registration Day Activities.* During registration have parents (with their children) visit your classroom. Introduce them to the various learning centers. Have them listen to records, view filmstrips, and so on to acquaint them with the types of instruction carried out in your room.

Activity 3. *School Visit.* Write special invitations for three or four parents to be your guests at the school during all or part of the day. Then plan for them to observe/work in learning centers; schedule a visit with the principal and school nurse; let them play games with the children in the playground; eat in the cafeteria; and get acquainted with the general school program. You may wish to ask a "visiting teacher" (if the school has one) to assist you with the invitation.

Activity 4. *Parental Group Meeting.* Plan and conduct a group meeting of parents early in the school year so they may get to know each other. At the meeting, you may wish to describe some of the activities the students perform.

Activity 5. *Pupil/Parent Leaflets.* To keep the parents informed of the learning activities in your classroom, establish a system of pupil/parent leaflets. Emphasize that these are for parents to become more involved with their child's work and progress in school. Other points that need to be made to the parents are:

- The leaflets are not homework! They are activities for the family to enjoy. Children cannot do them alone. All suggested activities involve the parents.
- The suggestions are sent home after you have introduced the skill or activity at school. The home activity is for follow-up and practice.
- For some of the activities, children will bring home packets of pictures and paper (Many organizations will furnish magazines for pictures. Older students in high school or college service organizations will help in selecting pictures, cutting them out, and making individual collections for children to take home).

• Some of the completed activities should be saved for times when parents will share them with one another as they participate in the language program.

Some teacher suggestions for using the leaflets are:

• Develop your own ideas. To personalize the leaflets, use names instead of "Dear Parents." Sign your name to the letters.

• If you use a version with Spanish and English, use both languages for all the children. Parents in English-speaking homes will enjoy having the Spanish language materials.

• Plan to send a leaflet home about once a week. Occasionally a leaflet for a special occasion might be sent more often.

• When you know that children do not have pictures, paste, and paper, provide some for their use. Get additional paper from the scrap boxes of print shops.

• Develop leaflets which follow up what you have emphasized in your classroom.

• Make the leaflets attractive. Children can decorate them with crayon drawings, cut paper designs, line drawings, or other ways that personalize them and make them important to the child and parents.

• In communities where very little mail is received, the leaflets should be addressed to the parents. This can be done by asking a class of older children to serve as secretaries to address the leaflets. As your children are able to copy names and numerals, they can address the leaflets from master address cards.

• When you have parent meetings, share ideas which parents have used at home to complete the leaflets. Invite administrators and board members to meet the parents and learn of their contribution to the language development program.

• Work with other teachers to develop a central collection of leaflets on many topics. Add new ones each year. Make leaflets from parent suggestions.

Figure 1 is an example of a pupil-parent leaflet (DACBE, 1974).

Activity 6. *Parents as Resource Persons.* Mothers might come to class to teach children how they make tortillas or empanadas. A gardener might demonstrate how to prepare a garden plot for seed. A father might tell folk stories he learned as a boy in his native country. A parent might wish to explain the opportunities available to them in his/her profession.

Activity 7. *Recognize Achievements and Let the Parents Know.* When a child has done something especially outstanding, mount it in some special way and send it home with a note suggesting that it be

FIGURE 1.

Dear Parents,

Your child is learning to measure things at school. To make measurements more meaningful to your child, more practice is needed at home.

Here are some things your child can use to practice with:

Measuring spoons
Measuring cups
Yardstick
Twelve inch ruler
Empty milk and ice cream cartons

Suggested Activities:

1. Measure the number of cups of sand or water that fill a quart milk carton, the number of quarts that fill a half gallon carton, or the number of spoons of sand in a cup.
2. Encourage your child to measure all the things around the house—furniture, books, members of the family, etc.
3. Simple recipes provide meaningful practice in the use of measuring cups and spoons. You will be surprised at how quickly your child learns to measure fractional parts of a cup, too.

hung on the wall for a few days. This attention builds pride and self-confidence in the child and his parents.*

Activity 8. *Basic Assumptions.* Your attempts to involve parents in your school may be facilitated if you assume the following (Rich, Mattox, and Van Dien, 1979):

- Schools, no matter how understaffed or equipped, have the capabilities of reaching out and effecting parent involvement.
- Schools should start with what the family has instead of worrying about what it does not have.
- Home environments, no matter how poor, are a citadel of care and concern for children.
- Parents are important agents in determining their child's school success.

After reading these, answer the following questions: (1) Do I believe these assumptions to be true? (2) If not, why not? (3) Can you give an example of a specific case where the assumption is shown to be true?

Tapping Community Resources

Activity 1. *The Neighborhood.* Visit neighborhood businesses to get acquainted with the managers and to learn the things that are sold in

* Activities 1-7 were partially adapted from: The University of Arizona Experienced Teacher Fellowship Program. *Language Development Resources for Bilingual/Bicultural Education Booklet (1974).* Dissemination and Assessment Center for Bilingual Education, Region XIII, 7703 North Lamar Blvd., Austin, Tx. 78752.

different stores. Make a list to share with your colleagues.

Activity 2. *Merchants Speak.* When you visit neighborhood businesses (see activity #1), ask the persons in charge if they or someone from their staff would be willing to talk and/or conduct a demonstration for your class. Make a list of speakers with topics and schedule presentations at appropriate times.

Activity 3. *Utilize Hispanic Paraprofessionals.* Conduct a survey of the Hispanic paraprofessionals in your school. They may be willing to act as resource persons for your classroom/school. As in activity #2, list the paraprofessionals and the type of resource they are acquainted with.

Activity 4. *Community Agencies.* Obtain a list of community agencies to determine those which provide services to Hispanics and the kind of services given. (Note: In some communities there may exist a directory where the above information is given.)

Activity 5. *Newspapers in the Classrooms.* Contact local newspapers to determine what services they offer to schools. Make a list to share with your colleagues.

Activity 6. *Professional/Service Organizations.* Survey local Hispanic professional/service organizations (Spanish-speaking paraprofessionals may assist you), and determine what type of resources they make available to schools. Develop a list of resources.

Foreign Language Study for the Teacher

Activity 1. *"You Are Never Too Old to Learn."* If your district offers Spanish adult education classes, enroll in a course compatible to your schedule and needs. Or, if you wish university credit, contact a local college or university for course availability.

Activity 2. *The Community as Practice Ground.* Go shopping in Spanish-speaking shops; do not be afraid to use whatever Spanish you may know. Watch the reaction of those who hear you communicate in their native language—you will be pleased! Also, practice your Spanish skills in restaurants.

Activity 3. *Travel Abroad.* Many foreign institutions conduct institutes and total immersion programs during the summer months. For a list of available programs, contact your foreign language supervisor or the American Council on the Teaching of Foreign Languages (listed in the Resource section at the end of this chapter).

Activity 4. *The Classroom as Practice Ground.* One of the most rewarding things for Hispanic students is to hear the teacher use Spanish in the classroom. Do not hesitate to use phrases for approval, reward, greetings with your students.

Activity 5. *The Home as Practice Ground.* Practice Spanish with the parents of your Hispanic students. This can be one of the factors in establishing good home/school relations.

Activity 6. *Las Noticias (The News).* In many cities that have large Hispanic populations, there are Spanish newspapers, television, and radio stations. Make a habit of using these to improve your language understanding skills.

Resources

The following list of sources has been classified according to general information about bilingual education, materials and tests, training and matters related to the desegregation of linguistic minorities.

1. General information, research and evaluation study results, references to additional sources:

National Clearinghouse for Bilingual Education. The Clearinghouse collects and distributes information about bilingual education in the United States. Some of the products available include: "A Human Resources File in Bilingual Education"; "A Resource Guide in Bilingual Education"; and a newsletter dealing with issues, products, research, and resources affecting bilingual education. 1300 Wilson Boulevard, Suite 802, Rosslyn, Virginia 22209. Toll free number 1-800-336-4560 outside Washington, D.C. In the Washington, D.C. area, the number is 522-0710.

American Council on the Teaching of Foreign Languages. This organization publishes a yearbook which summarizes research findings and recent developments in the field and includes a chapter on bilingual education. 2 Park Avenue, New York, New York 10016. Phone: (212) 689-8021.

Center for Applied Linguistics. This agency has developed criteria for bilingual education teacher preparation and certification programs and publishes materials, including bibliographies, useful in bilingual programs. For further information, contact the Center for Applied Linguistics, 3520 Prospect Street NW, Washington, D.C. 20007.

National Association for Bilingual Education (NABE). This national organization publishes a journal on bilingual education and sponsors a yearly conference for bilingual educators. Further information may be obtained from NABE headquarters: Ramón Santiago, 1201 16th Street NW, Suite 405, Washington, D.C. 20036.

2. Matters related to the desegregation of linguistic minority students (national origin students):

Lau Centers. Nine General Assistance Centers for Bilingual Education have been established throughout the country to provide technical assistance on National Origin Desegregation at the request of local education agencies. Assistance in preparing systemwide plans is available from these agencies. Call the office of Equal Educational Opportunity (202) 245-8840 for the location of the Lau Center serving your area.

3. Classroom and Testing Materials—The U.S. Office of Bilingual Education has established a network of Dissemination/Assessment Centers, Materials Development Centers, and Resource Centers to provide supportive services to educators in bilingual settings within their designated service areas. Information can be obtained by contacting the following service centers directly:

Assessment and Dissemination Center
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
Phone: (213) 224-3676

Dissemination and Assessment Center
Lesley College (and Fall River Public Schools)
9 Mellen Street
Cambridge, Massachusetts 02138
Phone: (617) 492-0505

Dissemination & Assessment Center for Bilingual Education
Education Service Center-Region XIII
Program Development Division
7703 N. Lamar Blvd.
Austin, Texas 78752
Phone: (512) 458-9131

Arizona Bilingual Materials Development Center
College of Education
Box 609
University of Arizona
Tucson, Arizona 85721
Phone: (602) 626-1618

Multilingual/Multicultural Materials Development Center
California State
Polytechnic University, Pomona
Office of Teacher Preparation
3801 W. Temple Avenue, Bldg. 55
Pomona, California 91768
Phone: (714) 598-4991

Spanish Curricula Development Center
7100 N.W. 17th Avenue
Miami, Florida 33147
Phone: (305) 696-1484

Midwest Office for Materials Development
Board of Trustees
University of Illinois
College of Education
805 W. Pennsylvania
Urbana, Illinois 61801
Phone: (217) 333-2615

Northeast Center for Curriculum Development
I.S. 184, Complex 219
778 Forest Avenue
Bronx, New York 10456
Phone: (212) 993-2182

Bilingual Materials Development Center
6000 Camp Bowie Boulevard, Suite 390
Ft. Worth, Texas 76107
Phone: (817) 731-0736

The National Center for the Development of
Bilingual Curriculum-Dallas
3700 Ross Avenue
Dallas, Texas 75204
Phone: (214) 742-5991

BABEL Research Center
2168 Shattuck Avenue, 2nd Floor
Berkeley, California 94704
Phone: (415) 549-1820

Comprehensive Educational Assistance Center
California State University at Fullerton
800 North State College Boulevard
Fullerton, California 92634
Phone: (714) 870-3994

Cross-Cultural Resource Center
California State University, Sacramento
Dept. of Anthropology
6000 "J" Street
Sacramento, California 95819
Phone: (916) 454-6236

Bilingual Education Training Resource Center
Institute for Cultural Pluralism
5544½ Hardy Avenue
San Diego State University
San Diego, California 92182
Phone: (714) 286-5193

Midwest Resource Center for Bilingual/Bicultural Education
Bilingual Education Service Center
500 S. Dwyer Avenue
Arlington Heights, Illinois 60005
Phone: (312) 255-9820

New England Multilingual/Multicultural Teaching Resource Center
Rhode Island College
Horace Mann Hall
Providence, Rhode Island 02908
Phone: (401) 456-8280

South Central Bilingual Resource Center
Region XIII Education Service Center
7703 N. Lamar Boulevard
Austin, Texas 78752
Phone: (817) 566-2223

Bilingual Education Technical Assistance Center
708 South G Street
Tacoma, Washington 98405
Phone: (206) 593-6980

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4. Training—The following may be contacted for assistance related to training whether it be language training, formal courses of study, or degree granting programs:

Regional Bilingual Training Resource Center
City of New York Board of Education
Center for Bilingual Education
131 Livingston Street, Room 224
Brooklyn, New York 11202
Phone: (212) 858-5505

Merit Center
Temple University
Ritter Hall Annex, Room 995
Broad Street and Columbia Avenue
Philadelphia, Pennsylvania 19122
Phone: (215) 787-6258

Southwest Bilingual Education Training Center
The University of New Mexico
College of Education
Albuquerque, New Mexico 87131
Phone: (505) 277-3551

Bilingual Training Resource Center
406 Hall of Health
G.S. 25
University of Washington
Seattle, Washington 98115
Phone: (206) 543-9424

New England Bilingual Training Resource Centers
Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215
Phone: (617) 353-2829

Federation of Bilingual Training Resource Centers
PWU Station, Box 23778
Denton, Texas 76204
Phone: (817) 566-2223

The Delta Bilingual/Bicultural
Education Training Resource Center
309 Milton Bennion Hall
Salt Lake City, Utah 84112
Phone: (801) 581-8643

5. Other Sources:

State Affiliates of the National Association for Bilingual Education (NABE). Several states have organized state affiliates of NABE. They provide a variety of services in bilingual education to local members. A list of the affiliates and local contact persons can be obtained through the NABE headquarters.

State Education Departments. Several states have added bilingual education divisions to their departments of education. States with Title VII or Title IV programs also receive special federal funds to provide technical assistance to school districts. In other states, the foreign language or language arts consultants may be of assistance.

References

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McLaughlin, M., and Berman, P. "Retooling Staff Development in a Period of Retrenchment." *Educational Leadership* 35 (1977): 191-94.

Rich, D.; Mattox, B.; and Van Dien, J. "Building on Family Strengths: The Non-deficit Involvement Model for Teaching Home and School." *Educational Leadership* 36 (1979): 506-10.

University of Arizona Experienced Teacher Fellowship Program. *Language Development Resources for Bilingual/Bicultural Education.* Austin, Texas: Dissemination and Assessment Center for Bilingual Education, Region XIII, 1974.

Annotated Bibliographies

This annotated bibliography has been prepared primarily to aid educators in selecting books that will give them fundamental information on the Mexican American, Puerto Rican, Latin American, and Cuban groups. Reference to these additional materials will help them to understand the differences and similarities which characterize these major Hispanic subcultures.

The bibliography presents information on history, culture, and contributions to society. It is not all inclusive but lists major works that will be helpful.

The Mexican American
by Carlota Cárdenas de Dwyer

Part One: Mexican American History and Culture

Occupied America: The Chicano's Struggle Toward Liberation. *R. Acuña. San Francisco: Canfield, Harper & Row, 1972.* This serious and scholarly text, replete with documentation, is a classic in its field. Directed primarily toward historians, *Occupied America* is required reading for educators, sociologists, political scientists, and all professionals who purport to be students of the Mexican American experience. Acuña's thesis that Mexican Americans are a colonized people is not without controversy, but no one could fail to benefit from reading his persuasive and provocative text. The first half provides a general introduction to early Hispanic history of the Southwest with successive chapters on Texas, New Mexico, Arizona, and California. The second half of the work concentrates on the twentieth century.

A Mexican American Chronicle. *R. Acuña. New York: American Book Company, 1971.* Acuña surveys the forces which have influenced the history of Mexican Americans and concludes by surveying the past few decades. This large, well-written work has double-column pages and many illustrations. Designed for students in high school, the text includes discussion questions, projects, and bibliographies. The format of this text is especially appealing with numerous photographs, maps, and charts.

Mexican Americans in School: A History of Educational Neglect. *T. P. Carter. New York: College Entrance Examination Board, 1970;* **Mexican Americans in School: A Decade of Change.** *T. P. Carter and R. D. Segura. New York: College Entrance Examination Board, 1979.* Carter's historic 1970 text is an illuminating and sensitive analysis of the complicated issues related to the history of Mexican Americans in public schools. An important source for educators and those particularly concerned with the education of Mexican Americans, the 1979 revision by Carter and Segura provides a similar treatment of events.

Aztecas del Norte: The Chicanos of Aztlan. *Greenwich, Conn.: Fawcett, 1973; and* **The Indian in America's Past.** *Both books by J. D. Forbes. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Aztecas del Norte* provides a knowledgeable introduction to the indigenous, pre-Columbian heritage of Mexican Americans. It includes social issues relevant to the development of modern Hispanics. Forbes' earlier work first noted that the greatest reservoir of Native American ancestry in the United States is among the so-called "Spanish Americans"—noting that many of them were "Indians" in Mexico. Both texts are rich in source materials and ably treat the complex issues of Anglo American attitudes toward culturally and racially different peoples.

El Lenguaje de los Chicanos: Regional and Social Characteristics Used by Mexican Americans. *E. Hernández-Chávez, A. D. Cohen, and A. F. Beltram. Arlington, Va.: Center for Applied Linguistics, 1975.* Regardless of what language preference or proficiencies an individual Mexican American may have, contemporary Mexican American society as a whole is basically bilingual, and the subtle and complicated issues involved are of crucial relevance to any consideration of the culture. Although books as different as R. K. Spaulding's *How Spanish Grew* (Berkeley: University of California Press, 1975), J. L. Dillard's *All-American English* (New York: Random House, 1976), and *El Diccionario del Español Chicano* by R. A. Galvan and R. V. Teschner (Silver Spring,

Md.: Institute of Modern Language, 1977) are pertinent; this collection of twenty essays by itself serves as a solid introduction to a variety of points. Some articles focus on specific regions while others deal with specific idioms, such as Mexican Spanish or pachuco Spanish. Still others refer to linguistic processes, code-switching, or the acquisition of grammatical structures. With its depth as well as its diversity, this anthology does much to develop appreciation for Mexican American language patterns as a form of art as well as a means of communication.

Curanderismo: Mexican American Folk Psychiatry. *Ari Kiev. New York: Free Press, 1968.* Generated from earlier work on prescientific psychiatry of sixteen world cultures, *Curanderismo* concentrates on the contemporary folk psychiatry of the Mexican American people in San Antonio, Texas. However specialized this may seem, Kiev's informed and sensitive analysis demonstrates awareness of Mexican American culture and social systems. His reasoning is rooted firmly in the history of early medicine as well as the social history of the Mexican American people. Kiev's thesis that disease is viewed not only as a unique personal experience but also as a social phenomenon supports his insight that therapy (curanderismo) is often a matter of reconciling disturbed social relationships.

North from Mexico: The Spanish Speaking People of the United States. *C. McWilliams. New York: Greenwood Press, 1968.* A comprehensive and scholarly presentation of the historical background of Mexican Americans, this book is compassionate, insightful, and engaging. Among McWilliams' most original and useful discussions are sections on the role of early Spanish culture in the New World and later chapters on the pachuco—the rise of *pachuquismo*, the Sleepy Lagoon case, and the "Zoot-Suit Race Riots." In addition, there is fascinating detail on the dynamics of the mixed heritage of the American Southwest, a checkered record of colonization and rebellion, invention and destruction, accommodation and survival.

The Chicanos: A History of Mexican Americans. *M. S. Meier and F. Rivera. New York: Hill and Wang, 1972.* Two accomplished historians give a distinct perspective on the heritage of Mexican Americans. Their survey of Mexican American history begins with the Indo-Hispanic period in Mexico, moves through early Mexican history and across the troubled frontiers of the southwestern United States, and closes on notes of resurgence and regeneration in the present century. Discussion

centers primarily on three regional groups in particular—the *Californio, Tejano,* and *Nuevo Mexicano.* Maps, a glossary, introduction, and bibliographical essay complete this highly readable text. *The Chicanos* is appropriate for high school readers and beyond.

Mexican American Artists. *J. Quirarte. Austin: University of Texas Press, 1973.* Quirarte's large, richly illustrated volume views the development of Mexican American art in the Southwest. Background chapters cover the art and architecture of the seventeenth through the nineteenth centuries. The influence of twentieth century Mexican muralists is given particular attention. This is best used for reading by able students. An appropriate supplement to Quirarte's book would be Jeremy Comins' *Latin American Crafts* (New York: Lothrop, Lee and Shepard, 1974), which is designed for young readers.

A Selected and Annotated Bibliography of Chicano Studies. *C. M. Tatum. Manhattan, Kans.: Society of Spanish and Spanish-American Studies, 1976.* Unlike most scholarly works that emphasize the social sciences, Tatum's bibliography uniquely concentrates on the humanities —language, literature, art, and music. Especially designed for teachers, this work has sections on bibliographies, audiovisual materials, and materials resource centers. The 307 annotations are critical and descriptive, and include an abundance of practical information.

Part Two: Contributors to Present Society

Jerry Apodaca was born in Las Cruces, New Mexico, on October 3, 1934. In 1975 he was elected to the governorship of New Mexico. Before his political career began, he achieved considerable success in the business world, owning both an insurance agency and a real estate agency. From 1966 to 1974 he served in the New Mexico State Senate.

Vicki Carr (Florencia Bisenta de Casillas Martínez Cardona) was born in El Paso, Texas. She was the eldest of seven children and can still recall the hard times of her childhood. Her professional career began when she became a soloist with Pepe Callahan's Mexican-Irish Band in Los Angeles. Today she has nearly twenty albums to her credit and has appeared on most of the major variety programs on television. She has performed for both the President of the United States and the Queen of England, in addition to starring in concerts around the world. She has organized the Vicki Carr Scholarship Fund for Mexican American students. For this and for her work with the Office of Economic

Development, the March of Dimes, and other worthy causes, she was named Woman of the Year by the *Los Angeles Times* in 1970. In 1972 the American Guild of Variety Artists honored her as Singer of the Year.

César Chávez was born March 31, 1927, near Yuma, Arizona. His father was a small farmer, a migrant worker, and a union supporter. Chávez worked in the fields as a child and attended more than thirty elementary schools before completing the eighth grade. In 1946 he joined the Agricultural Workers' Union and soon became quite actively involved as a leader in various union organizations. In 1962 he began the National Farm Workers Association which eventually became the United Farm Workers of America, a branch of the AFL-CIO. In 1967 he began the successful "great grape boycott," then next sought more favorable contracts for lettuce pickers. Although his efforts have been focused on these specific issues, he explains his motivation in these words: "The fight is never about grapes or lettuce. It is always about people."

Patrick Fernández Flores, one of nine children, was born in 1930 in the Houston area. At forty he was named auxiliary bishop of San Antonio, Texas, — the only Mexican American among the Catholic Church's 250 U.S. prelates and the youngest man ever named bishop. Although his early years in school were difficult because of the rigors of the migrant life, he was encouraged by a nun and later supported in high school by a bishop. After completing his studies at the seminary, he became one of only two Mexican American priests in the entire Houston-Galveston diocese. A popular priest who has offered masses accompanied by mariachi music, his consecration ceremony took place at the convention center in San Antonio and was attended by religious, civic, and civil rights leaders.

Nancy López was born on January 6, 1957, in Roswell, New Mexico. Her father, Domingo López, who owns an auto repair shop in Roswell, became interested in golf as therapy for his wife who was troubled by chest pains. Nancy followed her parents around the course, and when she was eight, her father gave her a set of clubs for her own. She is now thought by many to be the greatest woman golfer of all time. During her rookie year she broke the rookie earnings record for both men and women. That same year (1978), she produced a dazzling five-tournament winning streak—a record in itself!

Vilma Martínez grew up in San Antonio, Texas. Today she is a lawyer and president of the Mexican American Legal Defense Fund

(MALDEF). Interested in promoting bilingual education, she argued and won a landmark case (*Serna* vs. *Portales Municipal Schools*) before the Supreme Court whose judgment was that non-English speaking children have the right to bilingual education. In addition to her work with MALDEF, Martinez has also served with the NAACP Legal Defense and Educational Fund, the Civil Rights Commission, and the American Civil Liberties Union.

Ricardo Montalbán was born in Mexico City on November 25, 1920. He began his film career in Mexico in 1942; his first film in the United States, *Fiesta*, was made in 1947. Although he has made a great number of films during his long career, he is best known for his roles in *Cheyenne Autumn* and *Sweet Charity*. In addition, Montalban has had an equally successful career in television. He appeared in many of early television's best dramatic showcases, and today is the star of the successful series "Fantasy Island."

Julián Nava was born in the Boyle Heights area of East Los Angeles in 1927. With the outbreak of the second world war, Nava went into the Navy during his last year of high school. After his return, he went on to East Los Angeles Junior College and because of superior academic achievement, was awarded grants enabling him to complete both his M.A. and Ph.D. degrees at Harvard University. When Nava was elected to the Los Angeles Board of Education, it was the first time in this century that a Mexican American had campaigned for public office throughout the entire city and had won.

Anthony Quinn was born April 21, 1915, in Chihuahua, Mexico. After the outbreak of the Mexican Revolution, Quinn's parents carried him and his sister across the border to El Paso, Texas. When he was four, his family moved to Los Angeles where his father became a cameraman and property man in a movie studio. During the thirties, Quinn worked a wide variety of jobs—from ditch digging to cement mixer to boxer. In the late thirties he began to write plays and other works and has continued to do so throughout his acting profession. During his long career as an actor he has performed both on the stage and in the movies—some of his more famous roles being in *Viva Zapata!*, *Zorba the Greek*, and *Requiem for a Heavyweight*, and he has received two academy awards.

Lee Treviño was born in Dallas, Texas, on December 1, 1939. He was reared by his mother who worked as a domestic and his grandfather, a gravedigger who had immigrated from Mexico. They lived near

the Glen Lakes Country Club in Dallas. When Treviño was six, he decided to dig his own two-hole course. That was the beginning. His career began to grow in the late sixties, and by 1970 he was the Professional Golfer Association's leading money winner. In 1971 and 1972 he was second place money winner; in that same year he was named AP Pro Athlete of the Year, *Golf Magazine's* Player of the Year, and BBA's International Sports Personality of the Year.

Part Three: Imaginative Literature

Floricanto en Aztlán. *Alurista. Los Angeles: Chicano Cultural Center, University of California at Los Angeles, 1971.* The subject matter of the poetry in this beautifully illustrated collection from one of the leading Mexican American poets ranges from Indian mythology to barrio life—with frequent mingling of the two. Since some of the hundred poems are rendered in a combination of Spanish and English and some entirely in Spanish, this is for advanced readers with knowledge of Spanish. Other comparable poetry collections would be *Canto y Grito Mi Liberacion* by Ricardo Sánchez (Garden City: Anchor Press, 1973) or *Hay Otra Voz Poems* by Tino Villanueva (New York: Editorial Mensaje, 1972).

Bless Me, Ultima. *R. Anaya. Berkeley: Tonatiuh, 1976.* A compelling novel in which the curandera Ultima befriends and guides a young Mexican American as he grows to manhood. Set in an isolated community in New Mexico, the narrative includes a rich variety of characters and incidents that are by turn violent, humorous, or supernatural. Although the novel contains some Spanish dialogue, the book as a whole is readable for those who do not know the language. The work can be read by able senior high students.

Chicano Voices and Instructor's Guide/Chicano Voices. *Edited by C. Cárdenas Dwyer. Boston: Houghton Mifflin, 1975. Chicano Voices,* a literary anthology, is a representative collection of almost all major Mexican American writers. Selections of prose and poetry, nonfiction and drama, are arranged in thematic units. Texts include several illustrations by contemporary Mexican American artists. Most works are in English or contain translation of Spanish terms in footnotes. The *Instructor's Guide* features a summary, background information, questions, possible answers, a bibliography, and other instructional materials. The book could be used in high schools and colleges.

Barrio Boy. *E. Galarza. Notre Dame: University of Notre Dame Press, 1971.* Author of important works in the area of labor history, such as *Merchants of Labor* (1964) and *Spiders in the House and Workers in the Field* (1970), Galarza writes an autobiographical account of his experiences in the era of near anonymity for Mexican Americans. In a candid tale the renowned scholar and labor expert recounts the story of his life from a youth in a mountain village in Mexico to a respected educator in the United States. In many ways, the text reads as a classic description of a struggle to maintain familial and ethnic values while learning the survival skills of a new culture.

Estampas del Valle y Otras Obras/Sketches of the Valley and Other Works. *R. Hinojosa-Smith. Berkeley: Justa, 1977.* Through dramatic and vivid prose sketches the author portrays life in the Rio Grande Valley, creating his own Yoknapatawpha County of south Texas. *Estampas,* as winner of the Premio Quinto Sol, won prestigious literary distinction and another book, *Generaciones,* was a recipient of Latin America's Premio Casa de las Américas. A master of dialect as well as of the dynamics of narrative form, Hinojosa is one of the leading Mexican American writers of our times. Although the bilingual texts require no knowledge of Spanish, these sophisticated and subtle works do require intermediate to advanced reading skills.

We are Chicanos: An Anthology of Mexican American Literature. *P. D. Ortego. New York: Washington Square Press, 1973.* An experienced teacher and scholar of American literature, Ortego has assembled an impressive literary anthology. The text is extremely readable, featuring a balance of early and modern forms, male and female writers, new and established authors, essays and articles with poetry, fiction, and drama. This is on an intermediate reading level and no knowledge of Spanish is necessary.

With His Pistol in His Hand: A Border Ballad and Its Hero. *A. Paredes. Austin: University of Texas Press, 1958.* Paredes writes the legend and *corrido* (ballad) of Gregorio Cortez in two basic parts: an engaging prose narrative of the tale of Gregorio Cortez, and a critical examination of the Cortez *corrido* as a ballad form. Cortez was a real person who in 1901 killed a sheriff after the sheriff's slaying of Cortez's falsely accused brother. Over the years Cortez became a folk hero of Mexican Americans in Texas and the subject of many folk narratives.

"... y No Se lo Tragó la Tierra"/"... and the Earth Did Not Part." *T. Rivera. Berkeley: Justa, 1971, 1976.* Winner of the 1971 Premio Quinto Sol, Rivera's narrative consists of fourteen selections, thirteen of which are preceded by a brief anecdote, similar in form to Hemingway's *In Our Time.* Focusing on incidents of comedy as well as tragedy, the sustaining as well as debilitating, Rivera brings to light and life the daily experiences of Mexican American farmworkers in a variety of narrative styles. This bilingual text requires no knowledge of Spanish and is at intermediate reading level.

La Literatura Chicana, Texto y Contexto/Chicano Literature, Text and Context. *A. Castañeda Shular, T. Ybarra-Frausto, and J. Sommers. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.* A wide-ranging collection of approximately 135 selections of anthropological, historical, and literary characters that appear in English or with an accompanying English translation. A few are printed only in Spanish. While numerous contemporary Mexican American authors are included, about half of the writers are pre-Columbian, Latin American, or Mexican. Helpful introductory passages precede each section and most individual pieces. Although the anthology requires advanced reading skills in most cases, it is especially useful as a reference or resource work.

Pocho. *J. Villarreal. New York: Doubleday, Anchor Books, 1959.* The first American of Mexican ancestry to publish a successful novel about life in the United States, Villarreal dramatizes the tension exerted by the contrary forces of two cultures—the Anglo and Mexicano. In spite of his experiences with girls, pachucos, and his best friend, the protagonist remains unsatisfied in his youthful desires for knowledge and maturity. After the integrity of the Rubio family structure is corrupted by what are portrayed as modern Anglo American influences on his mother, Richard seems to reject his culture and turn to a career in the military.

Publishers and Resources

American Book Company, 135 West 50th Street, New York, New York 10020

Anchor Books, Doubleday Inc., 501 Franklin Avenue, Garden City, New York 11530

Canfield Press, 850 Montgomery Street, San Francisco, California 94133

Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

Chicano Cultural Center, University of California at Los Angeles, 400 Hilgard Avenue, Los Angeles, California 90024

College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019

Lothrop, Lee and Shepard, 6 Henderson Drive, West Caldwell, New Jersey 07006

Prentice-Hall, Englewood Cliffs, New Jersey 07632

Random House, 201 East 50th Street, New York, New York 10022

SSSAS, Society of Spanish and Spanish American Studies, Department of Modern Languages, University of Nebraska, Lincoln, Nebraska 68588

Tonatiuh International, Inc., 2158 Shattuck Avenue, Berkeley, California 94704

University of Notre Dame Press, Notre Dame, Indiana 46556

University of Texas Press, P.O. Box 7819, Austin, Texas 78712

Fawcett Books, 1515 Broadway, New York, New York 10036

Free Press, 866 Third Avenue, New York, New York 10022

Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880

Hill and Wang, 19 Union Square, New York, New York 10003

Houghton Mifflin, 2 Park Street, Boston, Massachusetts 02167

Institute of Modern Languages, 2622-24 Pittman Drive, Silver Spring, Maryland 20910

Justa Publications, P.O. Box 9128, Berkeley, California 94709

Washington Square Press, 1230 Avenue of the Americas, New York, New York 10020

The Puerto Rican
by Ramón L. Santiago

Part One: Puerto Rican History and Culture

Luis Muñoz Marín: Un Hombre Acorralado por la Historia. *César Andreu Iglesias. Río Piedras, P.R.: Ediciones Puerto, 1972.* In selected articles taken from his newspaper columns written between 1959 and 1962, the author grudgingly admits that Luis Muñoz Marín, the former governor of Puerto Rico, was a key figure in his time. But the writer's purpose, from his vantage point as an advocate of independence, is to debunk Muñoz Marín's image, views, and political decisions. This volume should be read in conjunction with Surendra Bhana's *The United States and the Development of the Puerto Rican Status Question* and Kenneth Farr's *Personalism and Party Politics: Institutionalization of the Popular Democratic Party of Puerto Rico.*

The Puerto Ricans' Spirit, Their History, Life and Culture. *María Teresa Babín. New York: Collier Books, 1971.* A translation of Babín's original Spanish edition published as *La Cultura de Puerto Rico,* it begins with a geographical and physical description of the island; describes the historical development from the 16th to the 18th centuries; and the unique contributions of each group in language, music, art, dance, and folklore. Babín focuses on the major accomplishments in poetry and prose during the 19th and 20th centuries and views the literary movements in Puerto Rico in the larger contexts of Spanish and Latin American literature. The book contains an extensive appendix of important dates in Puerto Rican history and has a topic index.

The United States and the Development of the Puerto Rican Status Question, 1936-1968. *Surendra Bhana. Lawrence, Kansas: The University Press of Kansas, 1975.* A well-documented study drawing extensively from a large bibliography, from government records, and personal papers of U.S. officials, it focuses on Luis Muñoz Marín, one of the most important political figures in the history of Puerto Rico. The 1936 starting date was chosen by the author because in his opinion it marked the beginnings of "a significant departure in the debate over status" which had been raging in Puerto Rico since 1898. The two letters contained in the appendix dramatically illustrate Muñoz Marín's shift from a passionate supporter of unconditional independence for the island (letter to Secretary of the Interior Harold Ickes in 1937) to architect and staunch defender of the commonwealth concept (letter to President Truman in 1953).

The Puerto Rican Community and its Children on the Mainland: A Source Book for Teachers, Social Workers, and Other Professionals. *Francesco Cordasco and Eugene Bucchioni. Metuchen, N.J.: The Scarecrow Press, 1972.* The articles in this sizeable collection, illustrate the sociocultural context of the Puerto Rican community in the United States: culture, family, conflict, and acculturation. Special attention is devoted to the Puerto Rican child's experience in mainland schools. The book ends with an appendix of statistical and demographic data about the island, its people, patterns of migration and other facts, and an extensive bibliography.

The Puerto Rican Experience: A Sociological Sourcebook. *Francesco Cordasco and Eugene Bucchioni. Totowa, N.J.: Littlefield, Adams and Co., 1975.* Though the book is intended as a classroom text for a wide range of courses, the authors do not discount value "to a broad readership which wishes to place the Puerto Rican experience in meaningful perspectives." The book's flexible framework consists of four parts: The Island Background, seen as a politico-economic portrait against which to view the mainland experience; The Migration, containing data on the movement to and from the U.S.; Life on the Mainland: Conflict and Acculturation; and Education on the Mainland, which touches on bilingual education programs.

Personalism and Party Politics: Institutionalization of the Popular Democratic Party of Puerto Rico. *Kenneth R. Farr. Hato Rey, P.R.: Inter American University Press, 1973.* Despite the ponderous title Farr presents an interesting and easy-to-read analysis of party politics in Puerto Rico. Once again Muñoz Marín is the focus of attention, but this time it is because the author is trying to establish the role of "personalismo" (ever present in Latin American politics) in the election of political leaders, and the effect of charismatic leaders in contributing to or hindering the institutionalization of political parties. The study zeroes in on the 1964-68 period when Muñoz Marín attempted and failed to transfer power and leadership to Sánchez Vilella. The book is available in Spanish translation.

Portrait of a Society: Readings on Puerto Rican Sociology. *Edited by Eugenio Fernández Méndez. Río Piedras, P.R.: University of Puerto Rico Press, 1972.* It is unfortunate that although the book was published in 1972, this extensive collection of readings, intended as a systematic sourcebook for a course on Puerto Rican society and culture, contains articles over 20 years old. Aside from this, the volume is a veritable mine

of information about culture, race relations, courtship and marriage, population and migration, land use and land reform, social structure, and language.

Breve Historia de Puerto Rico. *Loida Figueroa. Río Piedras, P.R.: Editorial Edil, 1976.* This is Part I of the two-part history of Puerto Rico covering the periods from the early beginnings to 1892. In Spanish, Figueroa provides insightful views into certain periods of Puerto Rican history that have been conveniently or unwittingly slighted by previous historians. With a sharp pen, she directs comments at the United States and its relations with Puerto Rico. Part II (1977) is also available from the same publisher, and Part I has been translated into English.

Puerto Rico: A Socio-Historic Interpretation. *Manuel Maldonado Denis. New York: Vintage Books, 1972.* It is important to note that this book was originally written in Spanish for "a predominantly Spanish-speaking public, composed mainly of Latin Americans and Puerto Ricans living on the island of Puerto Rico." Though the author addresses the subject of the New York Puerto Rican, he confesses his "ignorance of what it really *means* to be a Puerto Rican in New York." Maldonado Denis sees his work as "a dissenting view of Puerto Rican history and society—dissenting because it goes against the grain of what passes for interpretations of Puerto Rican reality in Puerto Rico, Latin America, and on the mainland." He frankly admits to representing "the voice of an ever-increasing sector of the Puerto Rican population which is presently struggling for our independence and liberation."

A Chronological History of Puerto Rico. *Federico Ribes Tovar. New York: Plus Ultra, 1973.* Though this book is not the product of extensive historical research, it is an extremely useful publication because it contains more than 5,000 names and events arranged in chronological order from 1493 to 1972, making it an easy-to-consult historical reference for the casual reader. In it one can find the date of the formation of the various political parties of Puerto Rico, biographical information about important figures in the history of the island, and other bits of data difficult to locate readily in traditional historical texts. A parallel version is available in Spanish from the same publisher.

Puerto Rico: A Profile. *Kal Wagenheim. New York: Praeger Publishers, 1970.* If you wish a good introductory text on Puerto Rico, especially for the off-island reader (though it can also double as a handy reference for native Puerto Ricans and long-time residents of the island),

this is it. Perhaps the words of Piri Thomas, noted Puerto Rican author, contained in the foreword to the book describe the book best: "An objective, comprehensive, carefully researched study of the island—of its people, history, culture, geography, economics, politics, and beauty. . . . a credible picture of what modern Puerto Rico and Puerto Ricans are all about, . . . gives adequate and relevant attention to the past." The quality of the book is also enhanced by its easy reading, its annotated bibliography, and the subject matter index.

Part Two: Contributors to Present Society

El Puertorriqueño y Su Alimentación a Través de Su Historia (Siglos XVI Al XIX). *Berta Cabanillas de Rodríguez. San Juan: Instituto de Cultura Puertorriqueña, 1973.* Written by the author of various books and treatises in Spanish and English about the art of cooking, this book was seen by its creator as a characteristic example of transculturation as it took place in Puerto Rico. A product of extensive historical research worthy of more academic topics, the book draws on the information contained in the chronicles of Oviedo, Padre Las Casas, Padre Cobo, Abbad, Miyares González, and Ledrú. It traces the inevitable connection between feeding habits and religious beliefs and makes the point that some cultures may forget their mother tongue but will retain their eating habits. The text is a veritable mine of historical facts, suitable for the general reader, and an excellent source of cultural information about the Puerto Ricans.

Transculturación e Interferencia Lingüística en el Puerto Rico Contemporáneo, 1898-1968. *Germán de Granda. Río Piedras, P.R.: Editorial Edil, 1972.* This book, a structural analysis of cultural change and linguistic acculturation in Puerto Rico, was highly controversial from its inception. Though well-documented, it touched a raw nerve in the island's linguistic sensibilities. It attempts to show how the English language and Puerto Rico's economic ties to the United States are endangering the Spanish language on the island. The author, who wrote the book during his stint as a visiting professor from Spain, strongly believes that the detrimental effects of transculturation are not only linguistic. Because of these feelings, he deplores the false sense of optimism espoused by Puerto Rican writers and linguists.

Vocabulario Puertorriqueño. *Rubén del Rosario. Sharon, Conn.: Troutman Press, 1965.* To qualify for inclusion a word in this dictionary

of Puerto Rican *spoken* Spanish had only to form part of the everyday language of Puerto Ricans and be used exclusively on the island. The text is divided into three parts: words used by all social classes; words used primarily (but not exclusively) by the less-educated classes ("las clases populares"); and words utilized by those living inland ("jíbaros").

The Sober Generation: Children of Operation Bootstrap (A Topology of Competent Adolescent Coping in Modern Puerto Rico). *Ramón Fernández Marina and others. San Juan, P.R.: University of Puerto Rico Press, 1969.* Of particular relevance to teachers, guidance counselors, and social workers, this is a study of ten boys and ten girls from the rising white-collar and professional middle class—the dominant social class in Puerto Rico. They coped successfully with adult authority, the demands of their schools and other institutions, their peers, and their culture. The twenty adolescents, recording their individual stories over a three-year period, describe their family lives and problems, their friends and associates, their attitudes toward studies and their teachers, and their ideas and values. Co-sponsored by the prestigious Social Science Research Center of the University of Puerto Rico, the work seeks to fill a vacuum in behavioral science research in Puerto Rico and to contribute to a new type of "psychoanthropological research to aid the achievements of Operation Serenity and to establish a pattern of anthropological planning in the future." The book may also serve to balance the existing pathology-of-poverty oriented social research (for example, Oscar Lewis' *La Vida: A Puerto Rican Family in the Culture of Poverty*) by focusing on young Puerto Ricans who succeed in solving their particular problems.

Presencia de Puerto Rico en la Historia de Cuba. 2nd ed. *Joaquín Freire Díaz. San Juan, P.R.: Instituto de Cultura Puertorriqueña, 1975.* There is a popular saying in Puerto Rico that "Cuba y Puerto Rico son de un pájaro las dos alas" (Cuba and Puerto Rico are birds of a feather), and this book provides historical evidence for that saying. Written by a former member of the Cuban Foreign Service who in 1961 joined the Department of Education of Puerto Rico as a textbook writer, the study explores the many contributions made by Puerto Ricans to Cuba's political, educational, and economic affairs, as well as to its drive for independence during the 19th and 20th centuries. Freire Díaz provides data showing that in 1899 there were over 1,100 Puerto Ricans in Cuba as compared to approximately 25,000 by 1924. The author has selected a key contributing figure from each of several Puerto Rican towns but has

given deserved prominence to Betances, de Diego, and Hostos in separate chapters.

Puerto Rican Americans: The Meaning of Migration to the Mainland. *Joseph P. Fitzpatrick. Englewood Cliffs, N.J.: Prentice-Hall, 1971.* Identity is the biggest problem of Puerto Rican migrants to the United States. Though other migrant groups have achieved a strong sense of community through religious identification and cultural ties, Fitzpatrick believes that Puerto Ricans will have to do it by acquiring and exercising political power. The book aims at providing perspective: "a sense of the meaning of the migration to everyone involved in that migration, for the newcomers as well as the residents of the cities and neighborhoods to which Puerto Ricans come." Though the author has put special emphasis on New York Puerto Ricans, the text is a competent study not only of migration but also of the culture, social institutions, and social problems surrounding Puerto Ricans on the mainland.

La Escuela Puertorriqueña. *Carmen Gómez Tejera and David Cruz López. Sharon, Conn.: Troutman Press, 1970.* A review of the history of education from pre-Columbian times to the present, this book places particular emphasis on formal education during the 19th and 20th centuries. Though the book contains an extensive bibliography, the authors have intended the study to be easy reading and have thus omitted all footnotes. Of particular relevance is Chapter I, where the authors discuss the effect of Puerto Rico's political situation on its educational system, citing that prior to 1930 each and every one of the island's secretaries of education had three main goals in common: Americanization, expansion of the system, and the teaching of English.

Los Deportes en Puerto Rico. *Emilio E. Huyke. Sharon, Conn.: Troutman Press, 1968.* Huyke, who has devoted all his life to journalism and sports, presents the sports that have been played and continue to be played on the island, and pays some attention to their development. The introduction contains some information about the sports practiced by the Taíno Indians who lived in Puerto Rico before Columbus' arrival and traces their development and changes from the Spanish colonization through the American domination to the present. Organized in alphabetical order by types of sports, the book concentrates more on human incidents than on encyclopedic detail. In a frequently humorous vein, Huyke devotes space to sports terminology and pays tribute to the quality of sports in an island so small.

La Música Folklórica de Puerto Rico. *Francisco López Cruz. Sharon, Conn.: Troutman Press, 1967.* In writing this analysis of Puerto Rican folk music, López Cruz benefited from extensive investigations, acute observations, and direct participation during thirty years of visits to the innermost corners of Puerto Rico and to friends and relatives in the United States. A professional musician, music teacher, and avid guardian of the folk music traditions of Puerto Rico, López Cruz (affectionately known as "Don Paquito") has gathered samples of various types of music and dances dating back to the time of the Taíno Indians.

Puerto Rico and Puerto Ricans: Studies in History and Society. *Edited by Adalberto López and James Petras. New York: John Wiley and Sons, 1974.* A hard-hitting book which explores, among other things, "the tangled relationships" between Puerto Rico and the United States since 1898, it is divided into three parts: Puerto Rico from 1493 to 1900, Puerto Rico in the 20th Century, and Puerto Ricans on the Mainland. Its main theoretical frame is that of dependence, imperialism, and class struggle—factors which the editors have found wanting in other studies of this type. The book contains two excellent bibliographical essays that critically review books on Puerto Rico. A chronology of Puerto Rican history rounds out the volume.

Puerto Rico and the Non-Hispanic Caribbean: A Study in the Decline of Spanish Exclusivism. *Arturo Morales Carrión. San Juan, P.R.: Editorial Universitaria, 1973.* Morales Carrión traces the impact on the social history of Puerto Rico of various contacts the island has had with the many travelers who frequented the Antillean area: Spanish, Portuguese, French, English, and Dutch. He is particularly concerned with the socio-economic inter-island and extra-archipelago forces molding this area, and though the book covers a broad span of time from 1400 to 1815, he concentrates on relations in the 18th century, a pivotal period in the development of the West Indies. This should be read for comparison purposes in conjunction with Antonio S. Pedreira's *Insularismo* and Freire Díaz' *Presencia de Puerto Rico en la Historia de Cuba.*

Teacher Training Pack for a Course on Cultural Awareness. *Carmen Judith Nine Curt. Cambridge, Mass.: National Assessment and Dissemination Center, 1976.* Directed at teacher trainers, this book is an excellent blend of the ingredients needed to present a course on cultural awareness to teachers of students from different ethnic backgrounds. It includes aspects of nonverbal communication, a detailed inventory of gestures, and useful suggestions for activities in the classroom. It focuses

heavily on the nonverbal communication of Puerto Ricans (the author is from the island). This book should be required reading for teachers of Puerto Rican students.

Education of the Spanish-Speaking Urban Child: A Book of Readings. *Edited by Earl J. Ogletree and David García. Springfield, Ill.: Charles C. Thomas, 1975.* A textbook oriented mainly toward college and university courses in social foundations, sociology of education, urban education and seminars in inner-city studies, this volume will also be useful to school administrators, teachers, educators, lay persons, and others interested in the education of Spanish-speaking children. Though the book is heavily oriented toward the problems confronting Mexican Americans in the United States, enough attention is paid to the problems of the Puerto Ricans to make it worthwhile.

Puerto Rico: Island Between Two Worlds. *Lila Perl. New York: William Morrow and Company, 1979.* Probably one of the best things going for this book is its abundance of photographs, some of which succeed in conveying an image that would be hard to communicate with words (such as the photographs of stalls at a local farmer's market) but the book as a whole is somewhat superficial. It is probably an excellent text for young adults (as is suggested by the Library of Congress cataloguing data, where it is referred to as juvenile literature). Although it is well presented, in spots it pretends to be making a deeply pondered analysis of "the current economic and social problems that Puerto Rico faces."

We, the Puerto Rican People: A Story of Oppression and Resistance. *Juan Angel Silén. New York: Monthly Review Press, 1971.* Silén makes several candid claims about this book, a translation of his original Spanish work, *Hacia una Visión Positiva del Puertorriqueño.* The first claim is that it is a simple, clear, and reasoned explanation of the Puerto Rican people's fight for independence. Second, that its chief purpose is to educate and that his approach is scientific without being unduly academic. Third, that the book's main character is the Puerto Rican: "the people in their class expression of reality; the people, with their defects and virtues, in their search for a solution." The work is aimed at the youngest generation that is coming face to face with the "American dream" in its homeland, and Silén sees it (as the title of the Spanish version indicates) as a strong protest to an essay by René Marqués, a noted Puerto Rican playwright, called "El puertorriqueño dócil."

Puerto Ricans in the Continental United States: An Uncertain Future. *Washington, D.C.: U.S. Commission on Civil Rights, 1976.* The report is divided into three major parts—The Puerto Ricans, dealing with migration and demographic statistics: Jobs and Income, a look at employment characteristics; and The Crisis in Education, which examines attempts at bilingual education and other educational solutions. Recognizing that Puerto Ricans have been "studied to death" by social scientists, the report still acknowledges the paucity of adequate documentation by government agencies about the socioeconomic status of mainland Puerto Ricans. The report concludes that "based on such key indices as income, education, unemployment, and incidence of poverty, Puerto Ricans on the United States-mainland are a severely disadvantaged minority group." It makes sweeping recommendations at all three levels of government (local, state, and federal). It would be interesting to find out how many of the Commission's recommendations have been implemented in the four years since the report has been out. (Available in Spanish).

Problemas de la Cultura en Puerto Rico: Foro del Ateneo Puertorriqueño, 1940. *Universidad de Puerto Rico. San Juan, P.R.: Editorial Universitaria, 1976.* These lectures on various aspects of Puerto Rican life and culture were delivered in 1940 during a two-day forum on the topic "Problems Concerning the Culture of Puerto Rico" sponsored by the Ateneo Puertorriqueño. The lectures were published 36 years later to commemorate the Ateneo's centennial, and in spite of the time elapsed the contents of the book deserve examination. The essays were written by many of the most distinguished Puerto Rican scholars, and they represent a catalogue of practically all the essential aspects of a nation's culture.

The Puerto Ricans: An Annotated Bibliography. *Edited by Paquita Vivó. New York: R. R. Bowker, 1973.* Vivó's book is an extremely valuable reference work containing not only annotated titles but also a list of publishers and distributors.

Narciso Descubre su Trasero: El Negro en la Cultura Puertorriqueña, Vol. I. *Isabelo Zenón Cruz. Humacao, P.R.: Editorial Furidi, 1974.* Touching as it does a sensitive spot in the Puerto Rican character, Zenón Cruz's controversial book presents abundant evidence of the racial prejudice practiced against Puerto Rican Blacks. The book is especially successful in unearthing the many instances of "linguistic prejudice" found in the literature and the oral tradition (similar to the language samples

protested against by U.S. Blacks and women—a white lie, chairman, blacklist), but the intensity of the crusading, almost evangelical, spirit sustained throughout the work mars somewhat the total effect of the book.

Part Three: Imaginative Literature

Nuyorican Poetry: An Anthology of Puerto Rican Words and Feelings. *Miguel Algarín and Miguel Piñero. New York: William Morrow and Company, 1975.* The writers represented in this collection of poetry and poetic prose range from a nine-year-old schoolboy to prize-winning playwright Miguel Piñero. All of them write in what they call "Nuyorican"—a new American language forged out of the collision between Puerto Rican and American cultures. The pieces deal with drugs, poverty, the slums, and life on the streets. Some of the original poems in Spanish have translations into English included in the text.

Conciencia Puertorriqueña del Teatro Contemporáneo, 1937-1956. *Francisco Arriví. San Juan, P.R.: Instituto de Cultura Puertorriqueña, 1976.* Arriví, a renowned playwright in his own right, analyzes the renaissance enjoyed by the theater in Puerto Rico since 1930. According to Arriví prior to 1930 practically all the theatrical activity that took place in Puerto Rico was the work of foreign companies, and it took people like Sierra Berdecía, Méndez Ballester, and Manrique Cabrera to sow the seeds of a national Puerto Rican theater movement. Arriví focuses heavily on the creation of Areyto, a dramatic society formed in 1940. He sees this as both a culmination and a point of departure in the history of the Puerto Rican theater.

La Crítica Literaria. *María Teresa Babín. San Juan, P.R.: Instituto de Cultura Puertorriqueña, 1972.* In 1958 Babín delivered a lecture on literary criticism, the contents of which are now in this little booklet. She begins with her concept of what literary criticism is and goes on to examine various periods in the history of literary criticism in Puerto Rico.

Borinquen: An Anthology of Puerto Rican Literature. *María Teresa Babín and Stan Steiner. New York: Vintage Books, 1974.* Intended for the general reader, this anthology is a "first attempt to offer in English a representative selection of important Puerto Rican poetry and prose writings from the sixteenth century to the present day." The text is extensive and includes speeches and articles by intellectual political writers. Surprisingly, the anthology includes the literature of "the Neo-

Rican," which Babín recognizes as "a literature in the process of creation, whose forms and goals have already begun to affect those of the Mother Culture on the island."

Historia de la Literatura Puertorriqueña. *Francisco Manrique Cabrera. Río Piedras, P.R.: Editorial Cultural, 1977.* According to Cabrera, his main reason for writing this book was to fill a huge gap that has existed in nearly all Spanish-American literature texts. Most have systematically neglected the creative efforts of Puerto Rican writers.

Puerto Rican Tales: Legends of Spanish Colonial Times. *Cayetano Coll y Toste. Translated and adapted by José Ramírez Rivera. Mayagüez, P.R.: Ediciones Libero, 1977.* These twelve historically flavored Caribbean vignettes, a collection of stories about Spanish conquerors, the Taíno Indians, and the African slaves, can serve to restore a sense of identity to children and adults of Puerto Rican descent who have been away from the island and its cultural setting for a long time. There is also an appendix of historical notes, important historical events, and a map of Old San Juan.

La Poesía Contemporánea de Puerto Rico (1930-1960). *José Emilio González. San Juan, P.R.: Instituto de Cultura Puertorriqueña, 1972.* González' book does not pretend to be all inclusive but contains instead the most representative poets who illustrate the main movements and literary tendencies in the poetry of Puerto Rico during the period surveyed. He has not examined unpublished poems or those published in periodicals. González (an independence advocate) makes telling comments about the attitude of audiences in Europe and Latin America toward Puerto Rican poetry, and cites lack of nationhood as one of the factors that most distinguishes the poetry written by Puerto Ricans from that written by other Spanish-speaking poets.

El Jíbaro de Puerto Rico: Símbolo y Figura. *Enrique A. Laguerre and Esther M. Melón. Sharon, Conn.: Troutman Press, 1968.* Organized by genre in historical order, this excellent anthology of the most representative and outstanding Puerto Rican authors attempts to depict "a complete archetypal view of Puerto Ricans of the past, of rural Puerto Ricans, and the important features that make up their national identity." A very informative introduction attempts to put the question of the "jíbaro" in historical perspective, and insists that a true picture of the jíbaro can only be obtained from a study of the phases which this figure has gone through: pintoresque, social focus, poetic creation, scientific study, and social protest.

The Oxcart. *René Marqués. New York: Charles Scribner's Sons, 1969.* The translation of the play that earned Marqués international renown in Europe and Latin America was requested by the author himself because of the possibility of an English-language production in New York. This version was edited especially for secondary school students. The play traces step-by-step the moral and spiritual disintegration of a poor country family that moves from the interior of the island to a city slum and then to a Spanish section of the Bronx in New York.

Literatura Puertorriqueña: Antología General, Tomo I—Siglo XX (2d rev. ed.). *Edgar Martínez Masdeu and Esther M. Melón. Río Piedras, P.R.: Editorial Edil, 1972.* This anthology, for those who are beginning their study of Puerto Rican literature, highlights such Puerto Rican literary figures as Vidarte, Alonso, Hostos, Lola Rodríguez de Tío, El Caribe, de Diego, and Fernández Juncos. The selections are preceded by brief biographical notes about the writers.

The Puerto Rican Poets/Los Poetas Puertorriqueños. *Alfredo Matilla and Iván Silén. New York: Bantam Books, 1972.* This little paperback lays claim in its prologue to many firsts—the first bilingual anthology to cover the entire range of Puerto Rican poetry from Lloréns Torres to Hugo Margenat, from Evaristo Ribera Chevremont to Pedro Pietri; the first to include both the works of writers who have developed revolutionary concepts of language and reality and the works of the more "pure" writers dating from before 1955, and the first to include poems that express the full range of the Puerto Rican's experience in New York. The decided air of militance in the book in all probability derives from the editors' view expressed in the prologue: "Puerto Rican poetry of the 20th century, in Puerto Rico as well as New York, with a few exceptions, is a struggle against the agony of the ghetto (in the colony and the metropolis) and against the imposition of a crushing colonial state of mind."

El Arte del Cuento en Puerto Rico. *Concha Meléndez. San Juan, P.R.: Editorial Cordillera, 1970.* In this critical anthology of short stories by authors born between 1900 and 1929, Meléndez focuses on two generations only: those of the 1930s and the 1940s. She has attempted to convey the most comprehensive vision of the Puerto Rican short story at different levels of expression; choosing stories that reveal resources, atmosphere, character, or conflict in the life of the Puerto Ricans portrayed. Each selection is accompanied by an extensive critical comment.

Nuevos Pasos: Chicano and Puerto Rican Drama. *Special issue of* **Revista Chicano-Riqueña (1979).** This collection contains eight plays, five by Chicanos and three by the Puerto Ricans Jaime Carrero, Miguel Algarín and Tato Laviera, and Miguel Piñero (whose *Short Eyes* garnered the New York Drama Critics Circle Award for Best American Play of the 1973-74 season). Because it represents the mainland Puerto Rican experience in theater, the collection should be contrasted with the works surveyed in Arriví's *Conciencia Puertorriqueña del Teatro.*

Diccionario de Literatura Puertorriqueña, 2 Vols. *Josefina Rivera de Alvarez. San Juan, P.R.: Instituto de Cultura Puertorriqueña, 1974.* A monumental work divided into two volumes—Volume I constitutes a literary history of the island from the 16th century to 1967. It focuses on the birth of Aguinaldo Puertorriqueño, the realist and naturalist movements, the avant gard literature, and an analysis of the last three decades ending in the 1960s. The work is rounded out with a general bibliography. Volume II, the dictionary itself, consists of two books, with the entries for each author arranged alphabetically. Each is divided into three parts: (1) biographical information, (2) literary evaluation, and (3) bibliography. It is an excellent source of information about Puerto Rican literature.

Escritores Contemporáneos de Puerto Rico. *Sociedad de Autores Puertorriqueños. San Juan, P.R.: Biblioteca de Autores Puertorriqueños, 1978.* The 20 critical essays gathered in this volume were originally lectures delivered before the Society of Puerto Rican Authors by some of the most outstanding professors, critics, and writers on the Puerto Rican literary scene. Written in Spanish, the book covers literary figures born from 1880 to 1924. One definite advantage of this work is that many of the reviewers and critics were intimate friends or colleagues of their subjects. A potential disadvantage is that since the lectures were delivered in honor of those whose work was being reviewed, there is very little constructive criticism present in the reviews.

Spiks. *Pedro Juan Soto. New York: Monthly Review Press, 1973.* Soto is one of the most representative authors of the Generation of 1940. His 13 short pieces about Puerto Ricans in New York include four short stories in which women are the focal points of action. Soto belongs to the first generation of Puerto Ricans to experience the full impact of United States domination, the second generation of Puerto Rican school children to be taught entirely in English in the island public schools. His work rejects conventional linguistic tenets and cultivates

the transcription of regional and popular speech (not discernible in this English translation, but the book is available in Spanish).

Publishers and Resources

Bantam Books, 666 Fifth Ave., New York, NY 10019

Charles C. Thomas, 301-327 Lawrence Ave., Springfield, IL 62703

Charles Scribner's Sons, Vreeland Ave., Totowa, NJ 07512

Collier Books, 866 Third Ave., New York, NY 10022

Ediciones Libero, Mayagüez, PR 00708

Ediciones Puerto, Calle Saldana Num. 3, Río Piedras, PR 00927

Editorial Cordillera, 237 F.D. Roosevelt, Hato Rey, PR 00919

Editorial Cultural, Calle Robles 51, Río Piedras, PR 00927

Editorial Edil, Box 23088, UPR Station, Río Piedras, PR 00927

Editorial Furidi, Humacao, PR 00661

InterAmerican University Press, Hato Rey, PR 00919

Instituto de Cultura Puertorriqueña, Box 4184, San Juan, PR 00905

Littlefield, Adams & Co., Totowa, NJ 07512

Monthly Review Press, 62 W. 14th St., New York, NY 10011

William Morrow & Co., Wilmor Warehouse, 6 Henderson Dr., West Caldwell, NJ 07006

National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, MA 02140

Plus Ultra Publishers,1674 Broadway, Suite 510, New York, NY 10019

Praeger Publishers, 383 Madison Ave., New York, NY 10017

Prentice-Hall, Englewood Cliffs, NJ 07632

R. R. Bowker, 1180 Avenue of the Americas, New York, NY 10036

Scarecrow Press, Box 656, Metuchen, NJ 08840

Troutman Press, Sharon, CT 06069

United States Commission on Civil Rights, Washington, DC 20425

University Press of Kansas, Lawrence, KS 66044

Vintage Books, 201 E. 50th St., New York, NY 10022

John Wiley & Sons, 605 Third Ave., New York, NY 10016

Journals and Encyclopedias

The Bilingual Review/La Revista Bilingüe. Department of International Languages and Cultures. The William Patterson College of NJ, 300 Pompton Road, Wayne, NJ 07470. $12/year.

La Gran Enciclopedia de Puerto Rico. 14 Vols. Humacao 1002, Río Piedras, PR 00925. $400 for the set. Written in Spanish, each volume has been prepared by a different author who is a recognized authority in his or her particular field. An excellent and valuable reference work.

Inter American University Review. Inter American University of Puerto Rico, PO Box 1293, Hato Rey, PR 00919. $5.00/year, published quarterly. An outstanding journal dealing with contemporary issues affecting Puerto Rico and the Caribbean, as well as Latin America. The journal is interdisciplinary and contains extensive book reviews. Periodically it will publish special issues on important topics.

National Association for Bilingual Education (NABE) Journal. 1201 16th Street, Washington, D.C. 20036. Published three times a year, available through membership at $20/year. Contains articles in various languages (English and Spanish primarily) on topics related to all aspects of bilingual education.

Revista Chicano-Riqueña. Indiana University, 3400 Broadway, Gary, IN 46408. Published quarterly at $7/year or $3.00 single issue. Devotes special attention to Puerto Rican and Chicano literature.

Revista del Instituto de Cultura Puertorriqueña. Instituto de Cultura Puertorriqueña, Box 4184, San Juan, PR 00925. Published quarterly in Spanish at $2.50. Contains top articles in the areas of anthropology, history, literature, plastic arts, drama, music, and architecture. An excellent journal at a bargain price.

Sources of Information

BESL Center, 3520 Prospect Street NW, Suite 372, Washington, D.C. 20007. A Title VII bilingual resource library is at the heart of this basic program. Contains over 15,000 books, nearly 200 handouts, and quantities of audiovisual materials related to bilingual education, ESL, languages and cultures, teacher training, and so on. Books are available for loan and handouts may be obtained free in limited quantities. Contact Dr. Ramón L. Santiago.

Commonwealth of Puerto Rico Office, 2210 "R" St., N.W., Washington, DC 20008. Provides information on various aspects of Puerto Rican life and culture. There are also offices in Philadelphia, New York City, and Chicago.

Spanish-Speaking Latin American History and Culture*

The Latin American

by Gladys Espinel de Bauder

Latin America

"Latin America Culture Studies": Information and Materials for Teaching about Latin America. *Edward Glab. Austin, Texas: Institute of Latin American Studies, University of Texas, 1977.* Glab presents key ideas and concepts for teaching about Latin America. He follows up with lesson plans, course outlines, arts and crafts projects, games, and other resources for developing the key ideas. The kit contains reproducible materials and is adaptable for all grades.

Living in Latin America: A Case in Cross Cultural Communication. *Raymond L. Gorden. Skokie, Ill.: National Textbook Co., 1974.* Based on interviews with Americans and Colombian family members with whom the Americans stayed, the book focuses on how misunderstandings occur because of the different ways people view the home and relate to each other within it. It stresses the importance of developing a cultural context for communication; language fluency alone is obviously not enough.

Teaching about Diversity. *Kenneth A. Switzer and Charlotte A. Redden. Denver: Latin America CTIR, University of Denver, 1978.* Students are introduced to the range of diversity that exists in the world and are helped to better understand its impact on global concepts such as communication, interdependence, conflict, and change. Latin America was chosen as the focus because its countries are often depicted incorrectly as having recognizable attributes that can be generalized to the continent as a whole. In reality, those countries are amazingly diverse—not only economically, geographically, and politically, but culturally as well.

* Contains references for the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela.

Description of Series

The following books represent the different series which will be referred to under the separate Latin American categories:

The Enchantment of South and Central America. *Chicago: Childrens Press, 1972.* This is an excellent collection of books about each South and Central American Country. Its purpose is to give the reader a general knowledge of the history, geography, and customs of each one of these countries. At the back of each volume is a reference section providing instant facts, dates for fiestas and special cultural events as well as a Spanish pronunciation guide. The pictures complement the study of geography and culture. These books are designed for children in the intermediate grades. Volumes from this series are listed under appropriate country headings in the following lists.

The Land and its People Series. *Macdonald Countries Worship, S.C.: Holywell House, 1976.* Detailed research and firsthand knowledge in this informative series of books have been combined with excellent pictures to produce wide-ranging and up-to-date accounts of each country. Topics have been selected to reveal the history and character that make each country an individual one.

In addition each book contains a separate ten-page reference section with all sorts of easy-to-find information about the people, their society, and the physical nature of the country. All this is presented with the aid of first-rate maps and diagrams prepared especially for the series. Volumes from this series are listed under appropriate country headings in the following lists.

Image Series. *Washington, D.C.: Pan American Union.* This is a series of magazines about each member country of the Organization of American States. These supplements to *Americas* magazine, also published by the OAS, concentrate on the culture, history, and development of each of these countries. They have colorful pictures of people, places, and art work. The magazines from this series are listed under appropriate country headings in the following lists.

Americas Magazine. *Washington, D.C.: Organization of American States.* This monthly illustrated magazine, published since 1949, contains articles about the literature, art, music, history, and social and economic development of the countries that belong to the OAS.

Argentina

The Enchantment of South America: Argentina. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Argentina: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Argentina. *Pan American Union. Washington, D.C.: Organization of American States.*

Argentina: A City and a Nation. *James R. Scobie. N.Y.: Oxford University Press, 1970.* Scobie surveys Argentine history from colonial origins to present, emphasizing social, economic, and cultural developments. The book is essentially interpretative, yet crammed with supporting details.

Bolivia

The Enchantment of South America: Bolivia. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Historical Dictionary of Bolivia. *Dwight B. Heath. Manchester, N.J.: The Scarecrow Press, Inc., 1972.* A convenient reference manual for those who are beginning to study any aspect of the history of Bolivia, the entries are brief and simply phrased. The time covered ranges from prehistory, through the colonial and republican periods to 1971.

Bolivia: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Bolivia. *Pan American Union. Washington, D.C.: Organization of American States.*

Chile

The Enchantment of South America: Chile. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Chile: The Land and its People. John Howard. Worship, S.C.: *MacDonald Educational Ltd., 1976.*

Chile: A Historical Interpretation. *Jay Kinsbruner. N.Y.: Harper & Row, 1973.* Instructors will find this work useful to assign to those students who prefer the present over the past. It is concerned mostly with the recent past, the 20th century receives as much coverage as the 19th century, and the colonial period is dispatched in 28 pages.

Image of Chile. *Pan American Union. Washington, D.C.: Organization of American States.*

Colombia

The Enchantment of South America: Colombia. *Allan Carpenter. Chicago: Childrens Press, 1971.*

History of Colombia. *Jesus María Henao and Arrubla Gerardo. N.Y.: Kennikat Press, 1972.* Because the authors wrote from a conservative proclerical point of view and largely ignored the nation's social history, the book may be clear and concise, but it is outdated.

Colombia: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Colombia. *Pan American Union. Washington, D.C.: Organization of American States.*

Costa Rica

The Enchantment of Central America: Costa Rica. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Area Handbook for Costa Rica. *Howard I. Blutstein and others. Washington, D.C.: The American University, 1970.* This volume is designed to give basic facts about the social, economic, political, and military institutions of Costa Rica. Extensive bibliographies are provided to permit recourse to other published sources for more detailed information.

Costa Rica: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Costa Rica. *Pan American Union. Washington, D.C.: Organization of American States.*

Ecuador

Historical Dictionary of Ecuador. *Albert William Bork and George Maier. Metuchen, N.J.: The Scarecrow Press, 1973.* The entries by Maier on contemporary politics and personages are correct, but far too many important individuals are omitted. Other than that, this volume, intended to serve as a convenient reference manual, covers not only people and events of political and economic importance, but also includes terms relevant to geographic, ethnographic, linguistic, sociological, and intellectual aspects of history.

The Enchantment of South America: Ecuador. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Ecuador: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Ecuador. *Pan American Union. Washington, D.C.: Organization of American States.*

El Salvador

The Enchantment of Central America: El Salvador. *Allan Carpenter. Chicago: Childrens Press, 1971.*

El Salvador: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of El Salvador. *Pan American Union. Washington, D.C.: Organization of American States.*

Historical Dictionary of El Salvador. *Philip F. Flemion. Metuchen, N.J.: The Scarecrow Press, Inc., 1972.* Flemion writes a brief and factual identification of the prominent persons and events in the history of El Salvador. He also gives excellent information concerning geographic features and political events.

Guatemala

The Enchantment of Central America: Guatemala. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Guatemala: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Historical Dictionary of Guatemala. *Richard E. Moore. Metuchen, N.J.: The Scarecrow Press, Inc., 1973.* This is a convenient reference for people who want to find out about people, events, geographic, linguistic, and sociological aspects. It includes a valuable essay on pre-Columbian and colonial periods plus an extensive annotated bibliography of Central American works.

Area Handbook for Guatemala. *Dombrowiski and others. Washington, D.C.: The American University, 1970.* Teachers who are interested in learning basic social facts and economic and political facts about Guatemala will find this a useful book. The emphasis is on objective description of the nation's present society and the kinds of possible or probable changes that might be expected in the future.

Honduras

The Enchantment of Central America: Honduras. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Honduras: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Historical Dictionary of Honduras. *Harvey K. Meyer. Metuchen, N.J.: The Scarecrow Press, Inc., 1976.* Like the others from the same series, this dictionary is an excellent reference manual about the complex history of Honduras. It contains good maps and illustrations and a good bibliography.

Image of Honduras. *Pan American Union. Washington, D.C.: Organization of American States.*

Nicaragua

The Enchantment of Central America: Nicaragua. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Nicaragua: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Historical Dictionary of Nicaragua. *Harvey K. Meyer. Metuchen, N.J.: The Scarecrow Press, Inc., 1976.* The author writes about the people, geographical facts, culture, and history of Nicaragua. The bibliography is extensive and fairly well balanced.

Image of Nicaragua. *Pan American Union. Washington, D.C.: Organization of American States.*

Panamá

The Enchantment of Central America: Panamá. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Historical Dictionary of Panamá. *Basil C. Hendirck and Anne K. Hendirck. Metuchen, N.J.: The Scarecrow Press, Inc., 1970.* Although not an exhaustive history, this work can be a useful tool.

Panamá: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Panamá. *Pan American Union. Washington, D.C.: Organization of American States.*

Paraguay

The Enchantment of South America: Paraguay. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Paraguay: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Historical Dictionary of Paraguay. *Charles H. Kolinski. Metuchen, N.J.: The Scarecrow Press, 1973.* Similar in format to other volumes in the series, the book proves to be a useful historical and cultural reference.

Image of Paraguay. *Pan American Union. Washington, D.C.: Organization of American States.*

The History of Paraguay. *Charles A. Washburn. New York: AMS Press, 1973.* Albeit much dated, it remains the most extensive treatment of Paraguayan history in English and provides an excellent description of the people and places.

Perú

The Enchantment of South America: Perú. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Perú: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Perú. *Pan American Union. Washington, D.C.: Organization of American States.*

The Modern History of Perú. *Frederick B. Pike. New York: Frederick A. Praeger, 1967.* Pike devotes the bulk of his book to republican political history with some attention to economic and intellectual themes.

Uruguay

Uruguay: A Contemporary Survey. *Marvin Alisky. New York: Frederick A. Praeger, 1969.* Alisky's guide to modern Uruguay features condensed history, a survey of the economy and society, a description of the political organization and review of foreign relations, but not much analysis.

The Enchantment of South America: Uruguay. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Uruguay: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Image of Uruguay. *Pan American Union. Washington, D.C.: Organization of American States.*

Venezuela

The Enchantment of South America: Venezuela. *Allan Carpenter. Chicago: Childrens Press, 1971.*

Venezuela: The Land and its People. *John Howard. Worship, S.C.: MacDonald Educational Ltd., 1976.*

Historical Dictionary of Venezuela. *Donna Keyse Rudolph and G. A. Rudolph. Metuchen, N.J.: The Scarecrow Press, 1971.* Exactly what title suggests, this is a compilation of minidefinitions and facts about leading Venezuelan personages, institutions, and events. Surprisingly comprehensive for its size, it could be a useful teaching aid.

Café con Leche: A Brief Look at Race Relations in Twentieth Century-Venezuela. *Winthrop R. Wright. College Park, Md.: The Maryland Historian, 1970.* Wright's study is a preliminary statement about race relations in modern Venezuela. It treats white racism and elitism and traces the growth of anti-Black feelings since wars of independence.

Publishers and Resources

AMS Press, Inc., 56 E. 13th Street, New York, NY 10003

Childrens Press, 1224 W. Van Buren Street, Chicago, IL 60607

Harper & Row, Publishers, 10 E. 53 Street, New York, NY 10022

Kennikat Press, 90 S. Bayles Avenue, Port Washington, NY 11050 11050

MacDonald Educational Ltd., Holywell House, London, England 2

National Textbook Co., Organization of American States, Washington, D.C. 20006

Oxford University Press, 16-00 Pollitt Drive, Fair Lawn, NJ 07410

The Cuban Exile
by M. C. Herrera

Part One: Cuban History and Culture

Cuba 1933: Prologue to Revolution. *Luis León Aguilar. Ithaca, N.Y.: Cornell University Press, 1972.* In describing the Cuban process to overthrow dictator Gerardo Machado, Aguilar stresses the role of the diverse factions in the struggle and indicates possible explanations for the frustration of revolutionary goals of the so-called "1930 Cuban Generation."

Commission of Cuban Affairs. "Problems of the New Cuba." *Foreign Policy Association. New York: 1935.* An overall synopsis of Cuban society during the 1930 Revolutionary Process.

Revolutionary Change in Cuba. *Edited by Carmelo Mesa Lago. Pittsburgh: University of Pittsburgh Press, 1970.* This book, edited by the foremost Cuban scholar in the United States, is the most comprehensive effort in its time to offer an overview of Cuban society in the first decade of revolutionary life. Perhaps the author's greatest contribution is his foresight into Cuba's future.

Cuba in the 1970s: Pragmatism and Institutionalization. *Carmelo Mesa Lago. Albuquerque: University of New Mexico, 1974.* This valuable little book offers readers the opportunity to obtain an overview of the whole revolutionary experiment with emphasis on the changes forced upon the Cuban leadership after the failure of the ten million ton sugar harvest of 1970. Considered by Cuban scholars as the last attempt by Fidel Castro to pursue a potentially autonomous road to socialism, Mesa Lago analyzes the implications for Cuba and its revolution of "choice" to follow more closely the Soviet model of Marxism-Leninism.

Rural Cuba. *Lowry Nelson. Minneapolis: University of Minnesota Press, 1950.* A classic reference about living conditions and general sociological traits of the Cuban rural population at the end of the 1940s —the author takes data, primarily from a Cuban census of 1946 as well as from an extensive body of surveys and interviews with representative subjects of the target group.

Part Two: Contributors to Present Society

Cuban Political Refugees in the U.S.: A Study of Social Mobility and Authoritarianism. *M. L. Argüelles. Ph.D. dissertation, New York University, University Microfilms, No. 70-21125.* The purpose of this research is threefold. First, an attempt is made to examine the authoritarian proclivities of politico-ideological emigres in the U.S. and relate them to social mobility patterns and other crucial variables in the assimilation process; second, to redirect the study of assimilation processes toward a more social psychological approach; and third, to increase public awareness of the largest group of political refugees in the United States.

Presencia Hispánica en la Florida. Ayer y Hoy: 1513-1976. *Edited by José Agustín Balseiro. Miami: Ediciones Universal, 1976.* The last three chapters of this book deal with diverse aspects of the Cuban contributions to Florida history. It is a valuable piece of writing and could be used mainly as a reference work.

"Miami: The Cuban Flavor," *The Nation (March 8, 1971): 299-302.* Burt has written a short but informative article showing the general impact of Cubans in the Greater Miami area.

The Cuban Community of Washington Heights in New York City. *Edited by M. Cohn.* **Occasional Papers in Cultural History, No. 12, Summer 1967.** *New York: The Brooklyn Children's Museum, 1967.* This report, prepared by students in an anthropology workshop that was sponsored by the Brooklyn Children's Museum and The National Science Foundation, includes results of a summer project in which community facilities were surveyed and 263 community people were interviewed and characterized in terms of income, length of residence, and other variables.

Cubans in Miami: A Third Dimension in Racial and Cultural Relations. *J. Egerton. Special Report, Race Relations Information Center. Nashville, Tenn.: November, 1969.* This is an informal report, consisting mostly of a series of interviews about race relations in the Miami area.

Los Cubanos en los Estados Unidos/Cubans in the United States. *Edited by María Cristina Herrar and José Szapocznik. Miami: Ediciones Universal, 1979.* Edited in a bilingual format, the book gathers a series of papers and articles presented in January 1977, at a conference of the same title, sponsored by the Instituto de Estudios Cubanos in Miami,

Florida. The main purpose of this publication is to begin organizing and distributing to interested audiences some of the large body of research done on the process of Cuban acculturation/assimilation to the broader society.

"Dade County Cubans in Need: A Profile." *María Cristina Herrera and Ada M. Fernández. Unpublished research paper prepared for the National Coalition of Cuban Americans, Inc., Washington, D.C.: 1979.* The authors present an initial research effort to pinpoint main areas and groups in need among Dade County Cubans. Much overselling has been done on the topic of the "Cuban success myth." This writing attempts to stress the other side of the coin. Four issues are identified as troublesome for South Florida Cubans: women, elderly, employment, and non-political participation.

The Cuban Revolution: A Research Study Guide 1959-1969. *N. P. Valdés and E. Lievwen. Albuquerque: University of New Mexico, 1971.* This is the best bibliographical guide to the Cuban Revolution.

Part Three: Imaginative Literature

Antología de la Poesía Religiosa de la Avellaneda. *Gertrudis Gómez de Avellaneda. Miami: Ediciones Universal, 1975.* Avellaneda, in her poetry, transcended the Cuban borders physically and spiritually. Playwright and novelist as well, she was, despite her turbulent love life, a deeply-religious woman, and this book attempts to show this fundamental, although little-known trait of her literary career.

Narradores Cubanos de Hoy. *Edited by Julio E Hernández-Miyares. Miami: Ediciones Universal, 1975.* This book includes the works of 11 Cuban short story writers residing in the Cuban Diáspora and a good study on the themes and styles of the writers. Although some representative authors, for instance, Lourdes Casal, have been excluded for political reasons, the book fulfills its purpose and is a very useful educational tool.

Diálogos Sobre el Destino. *Gustavo Pittaluga. Miami: Mnemosyne Publishing Co., 1969.* Gustavo Pittaluga was an Italian-Spanish physician and humanist who made Cuba his home and object of reflection. His book deals with the destiny of Cuba as a nation. It is written in the form of diálogos between the author and a Cuban lady who personalizes Cuba itself.

About the Editors

LEONARD A. VALVERDE is an associate professor of Educational Administration at the University of Texas at Austin. He is also serving as director of the Office for Advanced Research in Hispanic Education and the Instructional Supervision Program. His research and publications have centered on educational equity questions having implications for Hispanic students in urban schools and higher education institutions.

ROSA CASTRO FEINBERG is the associate director of the University of Miami General Assistance Center for Bilingual Education. Her expertise is in LAU compliance, bilingual education, and administration and curriculum. She has worked in the public schools with Dade County Public Schools.

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GEORGE A. GONZALEZ received his Ph.D. from the University of New Mexico in Curriculum and Instruction with special concentration in early childhood and bilingual education. At present he is a professor in the School of Education at Pan American University in Edenburg, Texas. González works with local school districts in developing programs for bilingual education and serves as consultant in bilingual education throughout the United States.

EDWARD DE AVILA received his doctorate in Canada and his M.A. at the University of Colorado. Upon his return from Canada he was employed as a research director for the Multilingual Assessment Program. He has also been an education specialist for the television program "Villa Alegre." At present, de Avila operates his own company, Linguametrics, which specializes in the development of tests and materials for limited English proficiency students.

GILBERTO CUEVAS received his doctorate in Educational Research and Statistics from the University of Miami, Coral Gables, Florida. At the present time Cuevas is an associate professor of education at the Univer-

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CARLOTA CARDENAS DE DWYER received her doctorate in English from the State University of New York at Stony Brook in 1976. She is currently an assistant professor at the University of Texas at Austin, where she teaches courses in Chicano literature and other varieties of American literature. In addition to articles and reviews, she has edited *Chicano Voices*, an anthology of Chicano literature, and *The United States in Literature*, a collection of American literature. She has just completed one of the first book-length studies of Chicano literature, *Contemporary Chicano Literature: The Flowering of the Southwest*.

RAMON L. SANTIAGO is director of the Title VII Bilingual Education Service Center at Georgetown University at Washington, D.C., and director of the BESL Center Bilingual Resource Library. He received his B.A. and M.A.T. from Yale University and his doctorate in ESL and Applied Linguistics from Teachers College, Columbia University. He is currently president-elect of the National Association for Bilingual Education, vice-president of the Puerto Rican Tri-State Congress (Pa., Del., and N.J.), and was adjunct professor of bilingual education for Millersville State College and Immaculata College in Pennsylvania.

GLADYS ESPINEL DE BAUDER is an elementary teacher in the bilingual program in Washington, D.C. She has a B.A. in Philosophy and Language from the Universidad Pedagógica in Bogota, Colombia; a B.A. in elementary education from the University of the District of Columbia; and an M.A. in Languages and Linguistics from Georgetown University. Gladys also taught linguistics and literature at the Universidad Landivar in Guatemala from 1972-74.

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